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ABSTRACT

Eight presentations are included in these proceedings: "Concerns of Secondary, Marketing Education Teachers in Illinois: Implications for the Profession" (Ralph Wray); "Differences in Self-Concept and Achievement of Vocational, Academic, and Academic-Vocational Students" (Margie Crocker, Jack Crocker); "The Identification of Critical Areas Contributing to the Current Sales Position for the Greensboro Area in Relation to Other North Carolina Cities: Application of the Nominal Group Technique" (Stephen Lucas, Benton Miles); "Pennsylvania Marketing Education Implementation of Entrepreneurship Competencies" (Frank Palmieri); "Importance and Emphasis Placed on the National Core Curriculum Competency Area Foundations for Marketing: An Alabama Study" (Michael Littman); "Linking with Business: A Marketing Skill for Vocational Education Survival" (Sharon O'Neil, Katy Greenwood); "A Study to Determine the Relationship between the CPP (Career Planning Program) Test Scores of Retail Marketing Students and Their Scores in Economics" (Sandra Taylor); "A Comparison of Georgia and Texas Secondary Marketing Education Teachers' Perceptions of the 1984 National Curriculum Consensus Outcome Statements" (Tracy Trussell, Marcella McComas). (NLA)

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MARKETING EDUCATION NATIONAL RESEARCH CONFERENCE

APRIL 10-11-12, 1987

UNIVERSITY OF HOUSTON

HOUSTON, TEXAS

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INTRODUCTION

This conference is the outgrowth of many discussions at the annual Southern Region Marketing and Distributive Education Conference. The MDE teacher-educators attending these conferences consistently expressed a desire for a research conference that would provide a forum for presenting research findings to the peer group and to other educational audiences.

The MDE group felt that a vehicle was needed for teacher-education personnel (especially persons new to the field) to become active in MDE research, presentation and publication. It was recommended that mini-workshops be held at the conference covering topics such as: grantsmanship, selecting research topics, preparing narrative materials from raw data, etc. Various other types of research agenda can be prepared as needs arise.

Southern Region MDE teacher-educators are in agreement concerning the need for this type conference and desire that it should be an annual event. The 1988 research conference will be held at the University of Pittsburgh, in mid-April. The sponsoring universities will be Auburn University, University of Pittsburgh, and University of Houston.

TABLE OF CONTENTS

INTRODUCTION i

TABLE OF CONTENTS ii

REFEREE AND REVIEW EDITOR iii

RESEARCH 1

CONCERNS OF SECONDARY, MARKETING EDUCATION TEACHERS IN ILLINOIS: IMPLICATIONS FOR THE PROFESSION 2

DIFFERENCES IN SELF-CONCEPT AND ACHIEVEMENT OF VOCATIONAL, ACADEMIC, AND ACADEMIC-VOCATIONAL STUDENTS 28

THE IDENTIFICATION OF CRITICAL AREAS CONTRIBUTING TO THE CURRENT SALES POSITION FOR THE GREENSBORO AREA IN RELATION TO OTHER NORTH CAROLINA CITIES: APPLICATION OF THE NOMINAL GROUP TECHNIQUE 43

PENNSYLVANIA MARKETING EDUCATION IMPLEMENTATION OF ENTREPRENEURSHIP COMPETENCIES 50

IMPORTANCE AND EMPHASIS PLACED ON THE NATIONAL CORE CURRICULUM COMPETENCY AREA FOUNDATIONS FOR MARKETING: AN ALABAMA STUDY 68

LINKING WITH BUSINESS: A MARKETING SKILL FOR VOCATIONAL EDUCATION SURVIVAL 93

A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN THE CPP TEST SCORES OF RETAIL MARKETING STUDENTS AND THEIR SCORES IN ECONOMICS 104

A COMPARISON OF GEORGIA AND TEXAS SECONDARY MARKETING EDUCATION TEACHERS' PERCEPTIONS OF THE 1984 NATIONAL CURRICULUM CONSENSUS OUTCOME STATEMENTS 118

REFEREE AND REVIEW EDITOR

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Research Reports

Concerns of Secondary, Marketing Education Teachers in Illinois: Implications for the Profession

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Concerns of Secondary Marketing Education Teachers in Illinois

Implications for the Profession

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Abstract

Sixty-nine, secondary, marketing education teachers in Illinois responded to a questionnaire designed to solicit perceptions regarding the magnitude of their concerns. The concerns were grouped into seven categories, including: human relations, classroom management and routines, instructional activities and methods, personal concerns, conditions of work, evaluation problems, and professional growth.

Responses were analyzed to determine if significant differences occcurred among the aggregate responses of teachers grouped according to the following variables: size of school, location of school, years of teaching experience, and sex.

The investigator reached six conclusions and offered three recommendations.

Concerns of Secondary, Marketing Education Teachers in Illinois: Implications for the Profession

Summary of Research

This study was designed to ascertain the concerns of Illinois secondary, marketing education teachers and the magnitude of those concerns as perceived by the teachers.

Purpose of the Study

Concerns were defined for this study as fears or problems perceived by teachers as affecting their roles in the teaching/learning process. The purpose of ascertaining the concerns and their magnitude was to enable teacher-educators to plan preservice and inservice teacher education programs designed to help teachers overcome such concerns. Insomuch as curriculum directors, school administrators, and other supervisory personnel may also be in a position to alleviate some of the concerns or help the teachers successfully cope with the concerns, it was believed that they, too, would find the results of the study to be helpful.

The Problem

The problem was to determine the concerns and the magnitude of concerns in seven categories: human relations, classroom management and routines, instructional activities and methods, personal concerns, conditions of work, evaluation problems, and professional growth.

In addition, four null hypotheses were tested to determine if significant differences existed. They were:

1. There is no significant difference among secondary, marketing education teachers from small, medium, and large schools in terms of their perceptions of concerns.
2. There is no significant difference among secondary, marketing education teachers from rural, small city, suburban, and urban locations in terms of their perceptions of concerns.
3. There is no significant difference among secondary, marketing education teachers, who are classified as first-year, second-year, third-year, or experienced, in terms of their perceptions of concerns.
4. There is no significant difference among male and female, secondary, marketing education teachers in terms of their perceptions of concerns.

Procedures

The teachers chosen to participate in this study included the ninety-two teacher-coordinators listed in the 1985-86 Illinois DECA Directory. Useable completed survey instruments were returned by 69 of the teachers.

The survey instrument was originally developed and validated by Underwood for the purpose of collecting data from a group of teachers representing another discipline.

For each concern listed on the questionnaire, a mean score of the magnitude of difficulty was derived. This score was calculated by averaging the numerical values assigned to the concern by respondents. Tables were constructed to show the mean scores and rank order of perceived concerns within each category.

For each category of concerns listed in the questionnaire, an unweighted means analysis was used. The two factors in the ANOVA

table were: (1) sex, and (2) teaching experience. To test the effect of school size and school location on the degree of difficulty of perceived concerns of secondary, marketing education teachers, a one-way analysis of variance technique was used for each category of concerns.

Each hypothesis was tested at the .05 level of significance. For any rejection of a null hypothesis about the main effects, a Scheffe multiple comparison technique was utilized.

Findings

As a result of analyzing the data, it was found that:

1. No significant differences existed in the perceived level of difficulty of the seven categories of concerns among secondary, marketing education teachers from small, medium, and large schools.
2. No significant differences existed in the perceived level of difficulty of the seven categories of concerns on the opinionnaire among teachers from rural, small city, suburban, and urban locations.
3. No significant differences existed in the perceived level of difficulty of the seven categories of concerns among teachers who were classified as first-year, second-year, third-year, and experienced.
4. Significant differences existed in three categories--personal concerns, evaluation problems, and professional growth--in the perceived level of difficulty between male and female, secondary, marketing education teachers.

The secondary, marketing education teachers' perceived concerns were greatest in the category labeled "conditions of work." The six remaining categories, ranked from greatest magnitude of perceived difficulty to least magnitude of perceived difficulty follow:

instructional activities and methods, classroom maragement and routines, personal concerns, professional growth, human relations, and evaluation problems.

Six of the top ten concerns were from the category of "professional growth," and two were from the category, "conditions of work." The remaining two were from the categories of "personal concerns" and "classroom management."

Conclusions

The findings of this study appear to justify the following conclusions:

1. Professional growth and conditions of work are categories that concern Illinois marketing education teachers to a greater extent than classroom or pedagogical matters.
2. Illinois secondary marketing education teachers want opportunities for advancement.
3. Teachers appear to want to become more actively involved in the decision-making process as it relates to school policies.
4. Teachers believe that great demands are placed on their time. Professional activities should take priority over clerical activities.
5. Teachers desire supervisory assistance in endeavors directed at the improvement of the teaching process.

Recommendations

The following recommendations were formulated as a result of this study.

1. Teacher education institutions within the state of Illinois should consider the concerns of secondary, marketing education teachers

as they plan preservice instruction. Strategies for overcoming or alleviating concerns should be developed.

2. In-service instructional programs for the secondary, marketing education teachers should be designed to respond to the concerns of greatest magnitude. Perhaps workshops sponsored by professional organizations such as the Illinois Vocational Association or the Illinois Association of Marketing Education can address the most acute concerns.

3. Some of the concerns can best be addressed by secondary school administrators who have direct control over the working conditions and working environment. The profession needs to formulate strategies for bringing such concerns to the attention of administrators and for encouraging responsive actions.

Concerns of Secondary Marketing Education Teachers in Illinois: Implications for the Profession

Preservice and inservice teacher education programs in marketing education should be structured to alleviate concerns or to enable teachers to successfully cope with such concerns. In addition, school administrators and school board members (decision makers) need to understand concerns in order to improve working environments if outstanding candidates are to be attracted to teach marketing education and be retained in the profession.

While recent research has been conducted concerning problems faced by teachers, such studies have not been consistent in content nor methodology. Lacewell (University of Arkansas, 1983) completed a study focusing upon job satisfaction of faculty in the community colleges and post secondary vocational-technical schools in Arkansas, while Kanu (University of Wisconsin--Madison, 1983) conducted an analysis of job satisfaction and participation in inservice education programs of Wisconsin post secondary business and office education teachers. Montgomery (University of Georgia, 1983) confined her research to a study of the teaching difficulties of beginning business education teachers throughout the United States. Allen (Marketing and Distributive Education Digest, 1984) reported the turnover rates of marketing and distributive education teacher-

coordinators in secondary programs. McKinney (Facts and Findings, 1985) addressed a new approach in the structure of teaching/learning environments for vocational education, that of incorporating the views of stakeholders--students, teachers, parents, and others--with views of administrators.

Problem

This study was undertaken to examine the perceptions of secondary, marketing education teachers as related to seven categories of concerns. The categorie were: (1) human relations, (2) classroom management and routines, (3) instructional activities and methods, (4) personal concerns, (5) conditions of work, (6) evaluation problems, and (7) professional growth. More specifically, the problem was: to determine the extent of perceived difficulty secondary, marketing education teachers in Illinois attached to fears or problems that affect their role in the teaching/learning process.

In addition, perceptions about concerns were elicited to test the following null hypotheses.

1. There is no significant difference among secondary, marketing education teachers from small, medium, and large schools in terms of their perceptions of concerns.

2. There is no significant difference among secondary, marketing education teachers from rural, small city, suburban, and urban locations in terms of their perceptions of concerns.

3. There is no significant difference among secondary, marketing education teachers, who are classified as first-year, second-year, third-year, or experienced, in terms of their perceptions of concerns.

4. There is no significant difference among male and female, secondary, marketing education teachers in terms of their perceptions of concerns.

Definition of Terms

The connotations attached to a few terms used in this study may not be apparent to the reader. Therefore, the following definitions may be useful.

Concerns: Fears or problems perceived by teachers as affecting their role in the teaching/learning process.

First-Year Teachers: A person who meets state certification requirements and is employed as a teacher for the first time.

Second-Year Teacher: A person who meets state certification requirements, has completed one year of teaching and is employed for the second year.

Third-Year Teacher: A person who meets state certification requirements, has completed two years of teaching and is employed for the third year.

Experienced Teacher: A person who meets state certificatic requirements and has completed three or more years of teaching.

Small School: A secondary school in which fewer than 500 students are enrolled.

Medium-Sized School: A secondary school in which between 500 and 999 students are enrolled.

Large School: A secondary school in which 1,000 or more students are enrolled.

Design

This study was designed following the same basic procedures used by Underwood and Davis (Ball State University, 1985) in their assessment of the concerns of Indiana business and marketing education teachers. Major modifications to their design included limiting the population to marketing education teacher-coordinators and using a total population instead of a sample population.

Data Collection

The survey instrument originally developed and validated by Underwood was adopted for the purpose of data collection.

The 1985-86 Illinois DECA Directory was used to identify the secondary, marketing education teacher-coordinators who were asked to respond to the survey instrument. The Directory contained entries for each school within the state with an active DECA chapter, that is, with a currently validated charter and with membership dues-

paying members. The names of ninety-two teacher-coordinators were taken from the Directory. There were additional marketing teacher-coordinators within the state; however, their schools were excluded because of the inactive status of a DECA chapter.

The population was sent a cover letter, survey instrument, and postage-paid return envelope. Three weeks later, a follow-up was sent to those who had not yet returned the instrument.

Useable completed survey instruments were returned by 69 marketing education teachers. This represented a 75 percent response rate. According to Morris and Gold (Accountability Operations Manuel, 1977), a 75 percent response from a population of ninty-two yields a margin or error not greater than five percent at the .05 level of probability.

Data Analysis

For each concern listed on the questionnaire, a mean score of the magnitude of difficulty was derived. This score was calculated by averaging the numerical values assigned to the concern by respondents. The higher the mean score for each item, the higher the perceived level of concern for that particular item. Tables were constructed to show the mean scores and rank order of perceived concerns within each category.

For each category of concerns listed in the questionnaire, an unweighted means analysis was used. This design was chosen because the cell frequencies were unequal and disproportional. The two factors in the ANOVA table were: (1) sex and (2) teaching experience. To test the effect of school size and school location on the degree of difficulty of perceived concerns of secondary marketing education teachers, a one-way analysis of variance technique was used for each category of concerns.

Each hypothesis was tested at the .05 level of significance. The data used in the analysis of variance were each respondent's total score within each concern category. The score was calculated by summing the responses to each concern within the broad categories under consideration.

For any rejection of a null hypothesis about the main effects, a Scheffe multiple comparison technique was utilized. This method was used because it permits significant differences between pairs of means to be identified when working with unequal sample numbers.

Findings

The data in Table 1 show the means and rank order of perceived concerns contained in the category of human relations.

TABLE 1

Means and Rank Order of Perceived Concerns of Secondary, Marketing Education Teachers in the Category of Human Relations

Concern	Mean	Rank
Establishing good relationships with the principal	1.783	4
Establishing good relationships with administrative personnel other than the principal	1.941	2
Establishing good relationships with other teachers	1.232	10
Establishing good relationships with parents	1.768	5
Establishing good relationships with students during school hours	1.435	8
Establishing good relationships with students after school hours	1.397	9
Establishing good relationships with non-certified personnel	1.145	11
Establishing effective communications and working relationships with supervisors	1.537	7
Understanding community problems, cultures, and traditions	1.735	6
Understanding expectations of administrators and supervisors	2.000	1
Establishing working relationships with guidance personnel	1.912	3
Grand Mean	1.625	

1=No Difficulty whatever 2=Slightly Difficult 3=Moderately Difficult
4=Significantly Difficult 5=Extremely Difficult

Secondary, marketing education teachers perceived concerns in this category to range from "no difficulty whatever" to "slightly difficult."

Table 2 depicts the magnitude of difficulty perceived by secondary marketing education teachers in the category of classroom management and routines.

TABLE 2

Means and Rank Order of Perceived Concerns of Secondary, Marketing Education Teachers in the Category of Classroom Management and Routines

Concern	Mean	Rank
Handling problems of pupil control and discipline	1.691	5
Motivating pupil interest and response	2.544	1
Keeping records and making reports	1.765	3
Budgeting class time	1.544	6
Determining policies for democratic pupil control	1.552	7
Handling problems of absences and tardiness	1.926	2
Dispensing and collecting materials and papers	1.309	9
Developing rapport with students	1.338	8
Understanding the behavior of pre- and early adolescents	1.750	4
Grand Mean	1.713	

1=No Difficulty whatever 2=Slightly Difficult 3=Moderately Difficult
4=Significantly Difficult 5=Extremely Difficult

Motivating pupil interest and response was viewed as the greatest concern followed by handling problems of absences and tardiness.

The third category, instructional activities and methods, was the largest category with a listing of 20 concerns. The mean and rank for each concern is contained in Table 3.

TABLE 3

Means and Rank Order of Perceived Concerns of Secondary, Marketing Education Teachers in the Category of Instructional Activities and Methods

Concern	Mean	Rank
Formulating instructional objectives	1.647	13
Sequencing instruction	1.382	17
Explaining subject matter	1.235	20
Prescribing instruction	1.394	16
Individualizing instruction	2.015	8
Providing enrichment activities	2.059	7
Providing remedial activities	2.343	5
Selecting instructional materials	1.716	10
Making appropriate and meaningful assignments	1.441	14
Planning and preparing lessons	1.294	19
Stimulating critical thinking	2.537	1
Using audio-visual equipment	1.682	11
Utilizing instructional materials	1.424	15
Using community resources	2.471	4
Leading class and small group discussions	1.882	9
Using question-asking techniques	1.662	12
Giving students a share in planning objectives and learning activities	2.500	2
Developing in students good work and study habits	2.493	3
Handling controversial topics	2.176	6
Mastering subject matter	1.358	18
Grand Mean	1.833	

1=No Difficulty whatever 2=Slightly Difficult 3=Moderately Difficult
4=Significantly Difficult 5=Extremely Difficult

The application of teaching methods appeared to be of little concern. The concern perceived to be of greatest magnitude was stimulating critical thinking, followed by giving students a share in planning objectives and learning activities.

The data presented in Table 4 reflects the teachers' concerns which were defined as personal.

TABLE 4

Means and Rank Order of Perceived Concerns of Secondary, Marketing Education Teachers in the Category of Personal Concerns

Concern	Mean	Rank
Living conditions	1.368	7
Salary	2.485	2
Physical health	1.265	9
Personal appearance	1.324	8
Poise and self-confidence	1.388	6
Leisure-time activities	1.761	4
Demands on time	2.897	1
Accepting school's philosophy and objectives	1.765	3
Adjusting to standards of expected teacher conduct	1.119	10
Academic freedom	1.463	5
Grand Mean	1.668	

1=No Difficulty whatever 2=Slightly Difficult 3=Moderately Difficult
4=Significantly Difficult 5=Extremely Difficult

The marketing education teachers were more concerned about demands on time than salary; however, their concerns as related to salaries overshadowed the remaining eight concerns.

The marketing education teachers responded to 18 different concerns related to conditions of work.

TABLE 5

Means and Rank Order of Perceived Concerns of Secondary, Marketing Education Teachers in the Category of Conditions of Work

Concern	Mean	Rank
Quantity and quality of resources and materials	2.000	13
Quantity and quality of equipment	2.353	4
Building facilities	2.159	11
Class schedule	2.174	9
Pupil-teacher ratio	2.087	12
Number of different preparations	2.681	2
Appearance of teaching environment	1.882	15
Office and work space	2.188	7.5
Secretarial and paraprofessional staff	2.164	10
Securing supplies	1.985	14
Having enough school time for planning and preparing	2.794	1
Gaining administrative and supervisory support	2.338	5
Length of class period	1.691	16
Teaching assignment commensurate with training	1.377	18
Policies for personal business and sick leave	1.594	17
Assignment of extra duty	2.188	7.5
Acquiring up-to-date equipment	2.435	3
Having enough equipment for effective instruction	2.279	6
Grand Mean	2.132	

1=No Difficulty whatever 2=Slightly Difficult 3=Moderately Difficult
4=Significantly Difficult 5=Extremely Difficult

Table 5 shows that the teachers' greatest concern in this category was having enough school time for planning and preparation followed by the number of different preparations.

Data contained in Table 6 show the means and rank order of perceived concerns contained in the category of evaluation problems.

TABLE 6

Means and Rank Order of Perceived Concerns of Secondary, Marketing Education Teachers in the Category of Evaluation Problems

Concern	Mean	Rank
Constructing teacher-made tests	1.725	7
Using teacher-made tests to diagnose learning needs of students	1.853	6
Grading tests	1.478	11
Administering tests	1.174	12
Assigning grades	1.515	10
Agreeing with school's grading policies and procedures	1.609	8
Involving students in self-evaluation	2.269	2
Using tests to evaluate effectiveness of teaching materials and instructional materials	2.029	4.5
Interpreting and utilizing standardized achievement and aptitude tests	2.452	1
Administering standardized achievement and aptitude tests	2.121	3
Evaluating homework	1.594	9
Evaluating affective outcomes of instruction	2.029	4.5
Grand Mean	1.522	

1=No Difficulty whatever 2=Slightly Difficult 3=Moderately Difficult
4=Significantly Difficult 5=Extremely Difficult

Interpreting and utilizing standardized achievement and aptitude tests was singled-out by teachers as their greatest concern and the administration of such tests ranked third. Teachers indicated they had very little concern about administering and grading other tests or assigning grades.

The respondents showed greater concern for the items included in the seventh category, professional growth, than for the other categories.

TABLE 7

Means and Rank Order of Perceived Concerns of Secondary, Marketing Education Teachers in the Category of Professional Growth

Concern	Mean	Rank
Opportunities to observe other teachers	3.188	2
Opportunities for advanced college work	2.309	8
Opportunities for in-service work	2.565	6
Supervisory assistance for improving teaching methods	2.884	4
Opportunities for advancement	3.194	1
Opportunities to participate in professional organizations	1.721	11
Availability of professional literature	1.735	10
Opportunities to read professional literature	2.603	5
Opportunities to work in curriculum development and improvement	2.348	7
Opportunities for democratic decisions making on school policies and practices	3.145	3
Adequate policies for leaves of absence	2.074	9
Grand Mean	1.628	

1=No Difficulty whatever 2=Slightly Difficult 3=Moderately Difficult
4=Significantly Difficult 5=Extremely Difficult

In fact, six of the eleven concerns yielded means in the moderately difficult range.

As illustrated in Table 8, however, the grand mean for the category, conditions of work, was of greatest overall concern followed by the category, instructional activities.

TABLE 8

Grand Means and Rank Order of the Seven Categories of Concerns as Perceived by Secondary, Marketing Education Teachers

Category of Concerns	Grand Mean	Rank
Human Relations	1.625	6
Classroom Management and Routines	1.713	3
Instructional Activities and Methods	1.833	2
Personal Concerns	1.668	4
Conditions of Work	2.132	1
Evaluation Problems	1.522	7
Professional Growth	1.628	5

Evaluation problems and human relations were the two categories showing least concern when ranked by grand means.

When comparing the magnitude of concern expressed by secondary, marketing education teachers, it is interesting to note that seven of the top ten concerns were identified in the category of professional growth.

TABLE 9

Means and Rank Order of the Ten Greatest Concerns as Perceived by Secondary, Marketing Education Teachers

Concern	Mean	Rank	Category
Opportunities for advancement	3.194	1	Professional Growth
Opportunities to observe other teachers	3.188	2	Professional Growth
Opportunities for democratic decision making on school policies and practices	3.145	3	Professional Growth
Demands on time	2.897	4	Personal Concerns
Supervisory assistance for improving teaching methods	2.884	5	Professional Growth
Having enough school time for planning and preparing	2.794	6	Conditions of Work
Number of different preparations	2.681	7	Conditions of Work

(table continues)

TABLE 9 (continued)

Means and Rank Order of the Ten Greatest Concerns as Perceived by Secondary, Marketing Education Teachers

Concern	Mean	Rank	Category
Opportunities to read professional literature	2.603	8	Professional Growth
Opportunities for in-service work	2.565	9	Professional Growth
Motivating pupil interest and response	2.544	10	Classroom Management

Two of the top ten concerns were from the category of conditions of work and one was from the category, classroom management.

As shown in Table 10, no significant differences existed in the perceived level of difficulties of the seven categories of concerns among secondary, marketing education teachers from small, medium, and large schools.

TABLE 10

The F-ratios for the Effect of School Size as Calculated for each Category of Concern.

Category of Concern	Source of Variation	df	MS	F	P
Human Relations	School Size	2	0.216	0.996	0.372
Classroom Management	School Size	2	0.258	1.087	0.340
Instructional Activities	School Size	2	0.213	0.901	0.408
Personal	School Size	2	0.259	1.189	0.307
Conditions of Work	School Size	2	0.034	0.075	0.928
Evaluation Problems	School Size	2	0.244	1.145	0.321
Professional Growth	School Size	2	0.295	1.228	0.295

That, the results of the one-way analysis of variance techniques indicate the the F-ratio for the effect of school size did not allow the null hypothesis to be rejected at the .05 level of significance.

The data in Table 11 show the results of the analysis of variance used to detect significant differences in the responses from teachers in urban, suburban, small city, and rural high schools.

TABLE 11

The F-ratios for the Effect of School Location as Calculated for each Category of Concern

Category of Concern	Source of Variation	df	MS	F	P
Human Relations	Location	3	0.469	2.210	0.089
Classroom Management	Location	3	0.174	0.729	0.536
Instructional Activities	Location	3	0.365	1.566	0.200
Personal	Location	3	0.046	0.206	0.892
Conditions of Work	Location	3	0.238	0.523	0.667
Evaluation Problems	Location	3	0.419	2.003	0.116
Professional Growth	Location	3	0.941	2.007	0.105

No significant differences existed in the perceived level of difficulty for the seven categories among teachers in urban, suburban, small city, and rural high schools.

The data in Table 12 show the results of the unweighted means analysis used to detect significant differences in the seven categories for the effects of sex and years of teaching experience.

TABLE 12

The F-ratios for the Effects of Sex and Years of Experience as Calculated for each Category of Concern

Category of Concern	Source of Variation	df	MS	F	P
Human Relations	Sex	1	0.669	2.981	0.086
	Yrs. of Experience	3	0.016	0.071	0.975
Classroom Management	Sex	1	0.632	2.706	0.102
	Yrs. of Experience	3	0.162	0.694	0.557
Instructional Activities	Sex	1	0.314	0.317	0.253
	Yrs. of Experience	3	0.160	0.672	0.570
Personal	Sex	1	0.920	4.254	0.041*
	Yrs. of Experience	3	0.127	0.586	0.625
Conditions of Work	Sex	1	0.946	2.054	0.154
	Yrs. of Experience	3	0.319	0.692	0.558
Evaluation Problems	Sex	1	0.883	4.051	0.046*
	Yrs. of Experience	3	0.005	0.022	0.995
Professional Growth	Sex	1	1.040	4.259	0.041*
	Yrs. of Experience	3	0.008	0.032	0.992

Significant differences existed in the categories of personal concerns, evaluation problems, and professional growth between male and female teachers. Therefore, the null hypothesis was rejected.

No significant differences were recorded as the result of the effects of years of teaching experience.

Conclusions and Recommendations

While an analysis of the data could lead to a number of conclusions, the following appear to be justified.

Conclusions

1. Secondary, marketing education teachers in Illinois are more concerned with professional growth and conditions of work than they are with classroom and pedagogical matters.
2. Teachers do not view the classroom as the ultimate step on their career ladder; they want opportunities for advancement

3. Since teachers are concerned about the lack of opportunity to observe other teachers, it appears that this avenue of professional growth is deserving of attention.

4. Teachers desire to become more actively involved in the decision-making process with a voice on school policies and practices.

5. Teachers feel that great demands are placed on their time, perhaps resulting from clerical duties which are too frequently imposed upon professionals.

6. Teachers desire supervisory assistance in endeavors designed to improve teaching methods. Too often, supervisors evaluate for the purpose of tenure decisions, not for the purpose of improving instruction.

Recommendations

The following recommendations were formulated as a result of this study.

1. Teacher education institutions within the state of Illinois should consider the concerns of secondary, marketing education teachers as they plan preservice instruction. Strategies for overcoming or alleviating concerns should be developed.

2. In-service instructional programs for the secondary, marketing education teachers should be designed to respond to the concerns of greatest magnitude. Perhaps workshops sponsored by professional organizations such as

the Illinois Vocational Association or the Illinois Association of Marketing Education can address the most acute concerns.

3. Some of the concerns can best be addressed by secondary school administrators who have direct control over the working conditions and working environment. The profession needs to formulate strategies for bringing such concerns to the attention of administrators and for encouraging responsive actions.

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Differences in Self-Concept and Achievement of Vocational, Academic, and Academic-Vocational Students

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Running head: DIFFERENCES IN SELF-CONCEPT AND ACHIEVEMENT

Abstract

The purpose of this study was to determine if significant differences existed among academic, vocational, and academic-vocational students as to numerical grade average, general self-concept, and six specific dimensions of self-concept as measured by the Piers Harris Children's Self-Concept Scale. The curricular groups were taken from the eleventh grade of a suburban Alabama high school. Using analyses of variance, the Academic group was found to have a significantly higher numerical grade average than either the Vocational group or the Academic-Vocational group ($p<.01$). The Academic group scored significantly higher, ($p<.05$) than the Vocational group on the self-concept dimension, Intellectual and School Status. No other significant differences were found.

Differences in Self-Concept and Achievement of Vocational, Academic, and Academic-Vocational Students

A review of the research completed within the last 20 years revealed several studies which attempted to demonstrate differences in self-concept and/or achievement between vocational and nonvocational high school students. Studies by Korman (1967), Putnam, Hosie, and Hansen (1978), and Aniloff (1977) exemplify research which supported the position that these two groups have significantly different self-concepts. Other studies, such as Simpson (1976), and Taylor (1981), found no significant relationship between self-concept and career or curricular choice.

Studies investigating differences in achievement of students choosing either an academic or vocational curriculum have also produced mixed findings. For example, Peace (1975) found that high school vocational and nonvocational seniors had similar grade point averages. In a study by Woolf (1972), nonvocational

students scored significantly higher than vocational students on the variable of academic achievement.

In the research reviewed, the subjects were generally divided into such groups as vocational and nonvocational or academic and nonacademic. Populations were drawn from various grade levels, or combinations of grade levels.

Goodlad (1984) found that it would be virtually impossible for a student to change from a vocational to an academic concentration after the completion of the 10th grade without significantly increasing the number of credits required for graduation. Therefore, the decision was made to concentrate this study on the 11th grade level. An analysis of the 11th grade population of Muscle Shoals High School, Muscle Shoals Alabama, revealed 3 distinct curricular groups. There was an academic group which included students taking at least one higher mathematics, physical science, or foreign language course and not enrolled in any vocational course. A second group, designated vocational, was composed of students taking a vocational course and no

course in higher mathematics, physical science, or foreign language. The third group, labeled academic-vocational consisted of students who were taking at least one higher mathematics, physical science, or foreign language course and a vocational course. Separating the academic-vocational students from the academic students and the vocational students provided definition of comparison groups not found in any studies reviewed.

The purpose of this study was to determine if 11th grade students choosing one of the three curricula described above were significantly different as to general self-concept, six specific dimensions of self-concept, or numerical grade average than 11th grade students choosing the other curricula.

Method

Subjects

The population consisted of the entire Spring 1985 cohort in the 11th grade at Muscle Shoals High School, Muscle Shoals, Alabama. A total of 137 subjects was

divided among the curricular groups as follows: Vocational - 67, Academic - 45, and Academic-Vocational - 25. Included in the enrollment were 77 girls and 60 boys. The population included 15 black students and 122 white students. Results on the California Achievement Test, taken in the 10th grade, were available on 120 of the subjects. The scores were normally distributed. Muscle Shoals is a middle class, suburban community.

Instrumentation

The Piers-Harris Children's Self-Concept Scale (Piers & Harris, 1969) was selected to measure both general self-concept and the six dimensions of self-concept. The scale is an 80-item self-report questionnaire which yields a total (general) score, and scores on six specific dimensions of self-concept. The six sub-scales are Behavior, Intellectual and School Status, Physical Appearance and Attributes, Popularity, Anxiety, and Happiness and Satisfaction. Items on the

scale are scored in either a positive or negative direction. A high score on the scale suggests a positive self-concept, whereas a low score suggests a negative self-evaluation.

Student transcripts contained numerical grades by course. Grades made in the 9th and 10th grade by each student included in the study were averaged and this numerical grade average was utilized as the measure of achievement.

Data Analysis

One-way analyses of variance were used to test for significance of differences among the group mean scores on general self-concept, five of the six specific dimensions of self-concept (Behavior, Intellectual and School Status, Physical Appearance and Attributes, Popularity, Happiness and Satisfaction), and mean numerical grade average. Where significant F ratios were found, the Scheffe' procedure was utilized to determine which groups were significantly different on the particular variable.

Scores made by the 3 curricular groups on the specific self-concept dimension Anxiety did not meet the assumption of equal variances. Therefore, the Kruskal-Wallis one-way analysis of variance by ranks was utilized for this variable. Differences between groups on all measures were tested at the .05 level of significance.

Results

Table 1 summarizes findings of analyses of variance which were utilized to determine if the three curricular groups differed significantly as to general self-concept, five of the six specific dimensions of self-concept (Kruskal-Wallis one-way analysis of variance by ranks was applied to measures of the dimension, Anxiety), and numerical grade average. The following conclusions were reached:

1. There were no significant differences among the groups in general self-concept.
2. There were no significant differences among the groups in the Behavior dimension of self-concept.

3. There was a significant difference between the Academic group and the Vocational group in the Intellectual and School Status dimension of self-concept ($p<.05$).
4. There were no significant differences among the groups in the Physical Appearance and Attributes dimension of self-concept.
5. There were no significant differences among the groups in the Popularity dimension of self-concept.
6. There were no significant differences among the groups in the Happiness and Satisfaction dimension of self-concept.
7. There were significant differences in the groups in numerical grade average (achievement) ($p<.01$). The differences were between the Academic group and the Vocational group and between the Academic group and the Academic-Vocational group with the Academic group having the higher mean numerical grade average in each instance.

Table 2 displays data obtained by applying the Kruskal-Wallis one-way analysis of variance by ranks to the measures of the Anxiety dimension of self-concept. There were no significant differences among the groups in the Anxiety dimension of self-concept.

Discussion

When compared to earlier studies reviewed, this study was unique in that it defined 3 curricular groups as follows: a Vocational group, an Academic group, and an Academic-Vocational group. Most of the studies reviewed compared vocational groups with academic groups.

The most significant difference found among the three groups was in numerical grade average, which was utilized as the measure of achievement. The Academic group was found to have a significantly higher mean numerical grade average than either the Vocational group or the Academic-Vocational group ($p<.01$). No significant difference existed between the Vocational group and the Academic-Vocational group in numerical grade average ($p<.05$). Within the population of this

study, therefore, the Academic- Vocational group appeared to be more similar to the Vocational group than to the Academic group in achievement.

The Academic group scored significantly higher ($p<.05$) than the Vocational group on the self-concept dimension Intellectual and School Status (academic self-concept). Differences between the Academic-Vocational group and the other groups in Intellectual and School Status were not significant at the .05 level of significance.

The majority of studies reviewed found significant differences between vocational and academic groups in general self-concept. This study found no significant differences among the groups on general self-concept ($p<.05$). The three groups were not significantly different at the .05 level of significance in any of the specific dimensions of self-concept except Intellectual and School Status.

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Table 1
Means and Standard Deviations by Group With F Ratios and F Probabilities

Measure	Vocational (N = 67)		Academic (N = 45)		Academic-Vocational (N = 25)		F Ratio	F Probability
	Mean	SD	Mean	SD	Mean	SD		
General Self-Concept	56.46	10.57	56.93	12.47	60.24	11.40	1.037	.3575
Behavior	12.85	2.74	12.39	2.49	13.28	2.23	.874	.4195
Intellectual and School Status	10.46	3.50	12.27	3.84	11.68	4.10	3.336	.0385*
Physical Appearance and Attributes	8.67	2.99	8.73	3.11	9.60	3.16	.896	.4107
Popularity	8.87	2.20	8.48	2.72	8.80	2.43	.338	.7137
Happiness and Satisfaction	8.43	1.94	7.93	1.92	8.68	1.82	1.477	.2320
Numerical Grade Average	76.77	6.41	85.55	7.76	79.65	8.35	19.796	.0000**

*p<.05
**p<.01

Table 2

Mean Ranks by Groups With Chi-square Corrected for Ties and Significance for the Anxiety Dimension of Self-Concept

Vocational (N=67) Mean Rank	Academic (N=45) Mean Rank	Academic-Vocational (N=25) Mean Rank	Chi-Square Corrected for Ties	Significance
72.37	58.74	78.44	4.957	.084

The Identification of Critical Areas Contributing to the Current Sales Position for the Greensboro Area in Relation to Other North Carolina Cities: Application of the Nominal Group Technique

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Abstract

The purpose of the study was to identify critical areas contributing to the current sales position of a city in relation to other cities in the state. The nominal group technique was used by marketing educators at the higher education level in conjunction with a merchants association to determine opinions of the association's members. This paper presents an example whereby the nominal group technique was used to aid in determining the positions the association might take in regard to critical and controversial issues impacting the trading area of the membership. The controversial nature and, thus, the importance of the positioning centers on decisions the association must make in matters of political consequence.

The Identification of Critical Areas Contributing to the Current Sales Position for the Greensboro Area in Relation to Other North Carolina Cities: An Application of the Nominal Group Technique

The nominal group technique has been used by marketing educators at the higher education level in several settings with merchant associations to determine specific service needs of the association's members. This paper presents an example whereby the nominal group technique was used to aid in determining the positions the association might take in regard to critical and controversial issues impacting the trading area of the membership. The controversial nature and, thus, the importance of the positioning centers on decisions the Association must make in matters of political consequence. The method selected must receive broad-based support from the membership.

Purpose of the Study

The study was conducted to provide information as to the opinion of the membership regarding the reasons which prevent Greensboro from obtaining a higher ranking when compared to retail sales of other cities in North Carolina. Historically, the Greensboro area has been second in the state in regard to retail sales. A trend is developing that positions the Greensboro area in a lower position (behind Charlotte and Raleigh) and, furthermore, the lower-positioned Winston-Salem is closing the gap that existed between the sales figures for the two geographical areas as reported in the North Carolina Retail Merchants Association documents.

Hopefully this information will better enable the Greensboro Merchants Association to determine future actions to enable the Association, and other organizations as well as the City of Greensboro to better serve the needs of the business community of Greensboro.

The objectives of the study are as follows:

1. To adapt a research methodology that would assist in determining the opinions of members of the GMA.

2. To determine the degree of commonality of opinions of selected member groups of the GMA.

3. To determine the opinions unique to selected member groups.

4. To determine the degree to which members agree on reasons contributing to sales rank of Greensboro within the state.

Research Methodology

The research will consist of two distinct phases: (I) The Nominal Group Technique Process (completed December, 1986) and (II) a survey of the membership (to be completed during Spring, 1987).

Phase I. Nominal Group Technique

The Nominal Group Technique (NGT) was used to identify the reasons which prevent Greensboro from obtaining a higher sales position within the state as perceived by a sample of the various industry groups comprising the GMA membership.

From this base of information, the NGT procedure allowed for the identification of opinions unique to one group and the opinions that were viewed as common by two or more groups as well as the hierarchy of opinions by selected groups and those representative of the entire membership.

The Nominal Group Technique is a special purpose group process appropriate for identifying elements of a situation and establishing priorities. The NGT is extremely useful when the judgments of several individuals must be clarified and aggregated into a group decision (Price, 1985, p. 5). For this study, a series of four small group meetings were conducted. The Nominal Group Technique was used to facilitate the discussion in each meeting and to collect data in order to address the objectives as presented above.

The Nominal Group Technique process involved five steps: 1. introduction to the meeting; 2. silent generation of ideas in writing; 3. round-robin listing of ideas; 4. discussion for clarification; and 5. ranking of the items (Price, 1985, p. 7).

The first step in identifying the population to be sampled was to divide the membership into four groups. Those segments of the membership were derived by the leadership of the Association in cooperation with the researchers. The four groups were as follows: 1. retail; 2. small business; 3. financial and service; and 4. automotive.

The participants for this study were members of the Greensboro Merchants Association. The participants were selected by the leadership of the Association. The selection criterion was based on observable leadership within the business community.

Eight to twelve participants were involved in each small group session. The recommended procedure calls for a group of no less than five members and no more than twelve members. An under-five member group will suffer from lack of resources while an over-twelve member group will be unwieldy.

Descriptive analyses were used to analyze the data collected from Phase I (the Nominal Group Technique). A value score was determined and analyzed for each of the items identified within each small group meeting. This score was determined by adding the values assigned to each of the items by individual participants. The same value for each item was used to determine a group consensus regarding the priorities of the items. This calculation was made for the identified opinions within each group. Such a calculation was not possible across groups. However, central

themes were determined that identified common opinions among the industry segments. These themes will be addressed in Phase II (the survey of the membership).

Results of Phase I: the Nominal Group Technique

The results of Phase I will be presented by the four industry segments. Only the results which appeared to be the most critical as determined by the group value scores are reported. The problems that are reported are listed in rank order for each industry segment.

Industry Segment 1: Retail

Representatives of the retail segment identified 19 reasons for the lower sales ranking of Greensboro. The ranked items in order of criticality are as follows:

1. Nothing except ingenuity in marketing, expenditure of funds, aggressiveness and better use of media.

1. Failure to attract conventions and exhibitions (annual special events).

3. Lack of a strong cohesive marketing program to attract new business.

4. Lack of "real" identity.

5. Uptown situations and lack of renovations (revitalization).

5. Lack of penetration in surrounding areas.

Industry Segment 2: Small Business

Representatives of the small business segment identified 23 reasons for the lower sales ranking of Greensboro. The ranked items in order of criticality are as follows:

1. Lack of an aggressive recruiting of businesses.

2. Lack of promotion of Greensboro and surrounding areas.

3. Lack of sophisticated marketing in research and execution.

4. Lack of enthusiasm for Greensboro.

5. Lack of awareness of long-range plan.

Industry Segment 3: Finance and Service

Representatives of the finance and service segment identified 17 reasons for the lower sales ranking of Greensboro. The ranked items in order of criticality are as follows:

1. Lack of a convention center.
1. Lack of a department store that goes after up-scale households.
3. Not keeping our dollar at home.
3. Lack of vibrant downtown area (restaurants, shopping, and entertainment).
3. Availability of wholesale prices on merchandise.
3. Lack of (downtown) office space.

Industry Segment 4: Auto Dealers

Representatives of the auto dealers segment identified 15 reasons for the lower sales ranking of Greensboro. The ranked items in order of criticality are:

1. Lack of population expansion (other than through annexation).
1. Lack of equitable taxation.
3. Lack of high income employment.
3. Negative mentality fostered by the media.
5. Lack of a hub at the airport.
5. Feeling of high taxes.
5. Inventory tax.

Themes Common to Two or More of the Industry Segments

The Phase I process determined that the opinions held in common for two or more of the industry segments were as follows:

1. Lack of enthusiasm for downtown Greensboro.

2. Greensboro does not have a "real" identity. (There is a lack of a main attraction to associate with the city that will draw large groups of people, for example: inadequate convention center, no hub at the airport and inadequate entertainment.

3. Even within the "Triad" Greensboro suffers from the lack of an identified competitive edge for the consumer's dollar.

4. The industrial nature of Guilford County and its surrounding area results in a concentration of lower income consumers in the region. The impact of the closing of several large facilities has left the area with increased unemployment. The availability of consumer spending power is further restricted as a result.

Projected Continuation of the Research Study

The identified critical areas are currently being used as a basis for the development of a survey instrument. From the administration of the instrument it is anticipated that the researchers will obtain the degree of criticality as viewed by the members of the Association. This will assist the administrators and board members of the Association in determining the appropriate stance on controversial issues.

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PENNSYLVANIA MARKETING EDUCATION

IMPLEMENTATION OF ENTREPRENEURSHIP COMPETENCIES

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PENNSYLVANIA MARKETING EDUCATION

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PENNSYLVANIA MARKETING EDUCATION

IMPLEMENTATION OF ENTREPRENEURSHIP COMPETENCIES

Abstract

The purpose of this study was to obtain information from Pennsylvania Marketing Education Teachers concerning the importance of teaching entrepreneurship competencies developed in the "Program for Acquiring Competence in Entrepreneurship" (PACE). The study reported in this paper examined the opinion of thirty-four Pennsylvania Marketing teachers at the state DECA conference about the importance to teach the eighteen PACE competency areas and if the competencies were included in their present curriculum.

Since few schools in Pennsylvania purchased the PACE materials the teachers were asked if they would be willing to include entrepreneurship instruction in their program. They were also asked if their students requested information on how to start a small business and if the teachers owned or operated a business.

PENNSYLVANIA MARKETING EDUCATION

IMPLEMENTATION OF ENTREPRENEURSHIP COMPETENCIES

OBJECTIVES AND PURPOSES

The need for a study concerning the entrepreneurship competencies in the Pennsylvania Marketing Education programs became apparent when a state wide teachers workshop on the "Program for Acquiring Competence in Entrepreneurship" (PACE) had only ten teachers participating. Few marketing teachers in Pennsylvania know about the PACE materials and the materials have not been purchased by the schools for inclusion in the curriculum. The purpose of the study was to obtain information from Pennsylvania Marketing Education Teachers concerning the importance of teaching entrepreneurship competencies developed in the "Program for Acquiring Competence in Entrepreneurship" (PACE).

The opportunity for small business growth represents a renaissance among Americans of self-confidence, resourcefullness, and risk taking. In discussing entrepreneurial characteristics, Shapero explains that entrepreneurs can be developed--

> Entrepreneurs are not born, they become..... The characteristics that have been found to denote the entrepreneurs from others are not genetically determined or fixed forever in one's earliest years. They are attained through experience. They are hopefully nurtured through education, and they are amendable to personal choice and decision. We humans have the unique capacity to decide, to choose many of the experiences that determine who we will be.[1]

In keeping with the theory of entrepreneurship as a developmental process, the National Center for Research in Vocational Education's project staff developed a model for life-long entrepreneurship education that focuses on a sequential order for the development of basic knowledges and skills. The model is included in Appendix 2.[2] This

model was designed to illustrate the fact that entrepreneurship is developed over an extended period of an entrpreneur's life and does not place in any one setting or at one specific time. The stages include: (1) Economic Literacy/Basic Skills/Career Awareness, (2) Entrepreneurship Interest and Awareness (3) Technical and Business Skills Development (4) Entrepreneurship Venture Development, (5) Long-term Expansion/Redirection.[3] The model is enclosed in Appendix 3. This lifelong learning model is an attempt to define the differences one would expect to see in different types of entrepreneurship training programs. It also indicates the importance of defining a number of important needs and learning processes before infusing entrepreneurship into any educational program. It is important that entrepreneurship education be developed and incorporated in the curriculum as a distinct but integral part of all vocational education program areas. A Program for Acquiring Entrepreneurship (PACE) represents a way to initiate further action in this direction. This comprehensive entrepreneurship curriculum was originally developed by the National Center for Research in Vocational Education in 1977. The revised edition of this program is testimony to the dynamic nature of the body of knowledge about entrepreneurship.

The objective of the study was to examine the opinion of Pennsylvania Marketing Education teachers about the importance of teaching eighteen (18) PACE competency areas and if in fact the competencies were included in their present curriculum. The study also analyzed the teachers who owned a business against those who did not own their own business as it might have affected their responses. The study

also measures (1) the teacher's willingness to include entrepreneurship in their programs, (2) student's request for information on how to start a small business, (3) related work experience, (4) years of teaching experience, and (5) how many hours per week of entrepreneurship instruction the teacher would be willing to include in their curriculum.

METHODS AND PROCEDURES

The study's objectives and purposes dictated the methods and procedures to be undertaken. The PACE competencies were listed and a questionnaire design was started. The researcher wanted to know the current name of marketing programs in the schools and the teachers years of related work experience, the researcher wanted to know if the competencies were important to teach and if the competencies were currently included in the curriculum. The researcher wanted to know if the marketing teachers would teach the entrepreneurship competencies and if their students are asking for information on how to start a small business. The study sought out the years of teaching experience of the teachers and also how many hours of entrepreneurship instruction the teachers would include in their curriculum. The researcher also wanted teachers who taught entrepreneurship to describe some of their experiences and some comments which would be helpful to other teachers.

The data collecting instrument was developed and presented at a meeting of five consultants. The instrument was modified and field tested at two schools. A second meeting of the consultants produced a final copy of the instrument (See Appendix 4).

The data was collected at the teachers meeting held at the Pennsylvania DECA Leadership Conference on March 8 - 10, 1987 at the

Host Farm Resort, Lancaster, PA. About fourty-five (45) marketing teachers were in attendance and they were asked to complete the survey instrument. Thirty-four (34) teachers completed the survey and returned them to the researcher for tabulations.

RESULTS CONCLUSIONS AND RECOMMENDATIONS

The data was first tabulated from 612 responses as to the number who responded yes or no to the following two questions:

1. In your opinion are these competencies important to teach?

   YES 529 or 86.4% NO 83 or 13.6%

2. Are these competencies included in your curriculum?

   YES 465 or 76.0% NO 147 or 24.0%

Two competencies showed higher insidence of NO answers on the question of importance to teach were #4. Obtain Technical Assistance, #9. Deal with Legal Issues. Four competencies showed a higher insidence of NO answers on the question of including two competencies in the curriculum were #4. Obtain Technical Assistance, #9. Deal with Legal Issues, #17 Manage Customer Credit and Collection, and #18. Protect the Business (See Appendix 1).

The data were also analyzed from the variables of whether or not the teacher owned or operated a business (See Appendix 2 and 3). Teachers who owned a business responded as follows:

1. In your opinion are these competencies important to teach?

   YES 292 or 81.1% NO 68 or 18.9%

2. Are these competencies included in your curriculum?

   YES 285 or 79.2% NO 75 or 20.8%

Teachers who did not own a business responded as follows:

1. In your opinion are these competencies important to teach?

   YES 234 or 92.9% NO 18 or 7.1%

2. Are these competencies included in your curriculum?

   YES 182 or 72.2% NO 70 or 27.8%

Pennsylvania Marketing Education teachers who have not purchased the PACE Materials and are not familiar with those particular competencies reported that the competencies are important to teach and that these competencies are for the most part included in their curriculum. These competencies matched the competencies which they thought were important to teach.

The data does not show complete agreement on the PACE competencies about which are important to teach or which are included in the present curriculum. The teachers are willing to include the entrepreneurship instruction in their Marketing Education Program with appropriate curriculum materials. About 74% of the teachers got requests from their students for information on how to start a small business.

Marketing Education teachers show no agreement on the number of hours per week of entrepreneurship instruction they would include in their curriculum. Perhaps the teachers were confused with the definition of entrepeneurship competencies and marketing competencies.

ENDNOTES

[1]Shapero, A. "Have You Got What It Takes To Start Your Own Business?" April 1980, p. 83-88.

[2]Unpublished paper, M. Catherine Ashmore, Ph.D. The National Center for Research in Vocational Education, The Ohio State University, Ohio.

[3]Ibid.

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APPENDICES

UNIVERSITY OF PITTSBURGH
VOCATIONAL EDUCATION PROGRAM

ENTREPRENEURSHIP COMPETENCY SURVEY

The Marketing Program you teach is called:

Entrepreneurship	3
Marketing ED	11
Marketing & DE	16

Circle years of related work experience: 1-4, 5-9, 10-14, 15-19, 20 or more.
Number of responses 11.

4 3 5 5 6

Please respond to each item with a check mark under the appropriate space.

IN YOUR OPINION ARE THESE COMPETENCIES IMPORTANT TO TEACH?			ARE THESE COMPETENCIES INCLUDED IN YOUR CURRICULUM	
YES	NO	How To:	YES	NO
32	2	1. Understand the Nature of Small Business	29	5
29	5	2. Determine Your Potential as an Entrepreneur	25	9
29	5	3. Develop the Business Plan	22	12
25	9	4. Obtain Technical Assistance	20	14
31	3	5. Choose the Type of Ownership	28	6
29	5	6. Plan the Market Strategy	21	13
31	3	7. Locate the Business	29	5
30	4	8. Finance the Business	26	8
23	11	9. Deal with Legal Issues	18	16
27	7	10. Comply With Government Regulations	26	8
32	2	11. Manage the Business	30	4
29	5	12. Manage Human Resources	29	5
33	1	13. Promote the Business	32	2
31	3	14. Manage Sales Efforts	28	6

IN YOUR OPINION ARE THESE COMPETENCIES IMPORTANT TO TEACH?				ARE THESE COMPETENCIES INCLUDED IN YOUR CURRICULUM	
YES	NO			YES	NO
			How To:		
31	3	15.	Keep the Business Records	29	5
30	4	16.	Manage the Finances	29	5
29	5	17.	Manage Customer Credit and Collection	24	10
28	6	18.	Protect the Business	24	10
529 +	83 = 612		TOTALS	612 = 465 +	147
86.4%	13.6%		PERCENT	76.0%	24.0%

32 2 19. With appropriate curriculum materials would you be willing to include entrepreneurship instruction as an integral part of your program?

25 9 20. Do you ever get requests from students for information on how to start a small business in your program area?

20 14 21. Do you now, or have you in the past, owned or operated a business?

Please answer by circling the appropriate response.

1. How many years of teaching experience do you have?

1-3	4-6	7-10	11-14	15 or more
2	0	3	4	24

2. How many hours per week of entrepreneurship instruction would you include in your curriculum?

1	2	3	4	5 or more	
7	4	6	1	11	No. Responses 3

Please answer these questions in a brief paragraph.

1. If you are currently teaching part or all of an entrepreneurship program, briefly describe some of the experiences you have had.

   The student must really be interested.
   Too high level for my students.
   Use school store operation.
   Need better students to do a better teaching job.
   Run concession stand for High School and College during football season.

2. Do you have any comments regarding entrepreneurship instruction that would be helpful to other teachers?

   Be careful what kinds of business you present.
   Take interest surveys.
   Use pace from Ohio Center.
   Our Advisory Committee recommended that we not teach ----.
   Students eager to work PACE units.
   Bring in guest speakers.
   Social studies classes are using Junior Achievement materials.

RETURN COMPLETED SURVEY TO YOUR SCHOOL OFFICE FOR MAILING TO:

Dr. Frank Palmieri
University of Pittsburgh
4K57 Forbes Quadrangle
Pittsburgh, PA 15260

APPENDIX 2

UNIVERSITY OF PITTSBURGH
VOCATIONAL EDUCATION PROGRAM

ENTREPRENEURSHIP COMPETENCY SURVEY

Responses From Marketing Education Teachers
Who Owned Their Own Business

IN YOUR OPINION ARE THESE COMPETENCIES IMPORTANT TO TEACH?				ARE THESE COMPETENCIES INCLUDED IN YOUR CURRICULUM	
YES	NO		How To:	YES	NO
19	1	1.	Understand the Nature of Small Business	18	2
17	3	2.	Determine Your Potential as an Entrepreneur	17	3
17	3	3.	Develop the Business Plan	15	5
12	8	4.	Obtain Technical Assistance	11	9
18	2	5.	Choose the Type of Ownership	18	2
15	5	6.	Plan the Market Strategy	15	5
18	2	7.	Locate the Business	18	2
18	2	8.	Finance the Business	18	2
11	9	9.	Deal with Legal Issues	12	8
14	6	10.	Comply With Government Regulations	16	4
18	2	11.	Manage the Business	17	3
15	5	12.	Manage Human Resources	15	5
19	1	13.	Promote the Business	19	1
18	2	14.	Manage Sales Efforts	16	4
16	4	15.	Keep the Business Records	16	4
16	4	16.	Manage the Finances	14	6
15	5	17.	Manage Customer Credit and Collection	14	6
16	4	18.	Protect the Business	16	4
292 +	68 = 360		TOTALS	360 = 285 +	75
81.1%	18.9%		PERCENT	79.2%	20.8%

APPENDIX 3

UNIVERSITY OF PITTSBURGH
VOCATIONAL EDUCATION PROGRAM

ENTREPRENEURSHIP COMPETENCY SURVEY

Responses From Marketing Education Teachers
Who Did Not Own a Business

IN YOUR OPINION ARE THESE COMPETENCIES IMPORTANT TO TEACH?				ARE THESE COMPETENCIES INCLUDED IN YOUR CURRICULUM	
YES	NO		How To:	YES	NO
13	1	1.	Understand the Nature of Small Business	12	2
12	2	2.	Determine Your Potential as an Entrepreneur	7	7
12	2	3.	Develop the Business Plan	6	8
12	2	4.	Obtain Technical Assistance	8	6
13	1	5.	Choose the Type of Ownership	12	2
13	1	6.	Plan the Market Strategy	8	6
13	1	7.	Locate the Business	11	3
13	1	8.	Finance the Business	8	6
12	2	9.	Deal with Legal Issues	7	7
13	1	10.	Comply With Government Regulations	10	4
14	0	11.	Manage the Business	14	0
14	0	12.	Manage Human Resources	14	0
14	0	13.	Promote the Business	14	0
13	1	14.	Manage Sales Efforts	12	2
14	0	15.	Keep the Business Records	12	2
14	0	16.	Manage the Finances	9	5
14	0	17.	Manage Customer Credit and Collection	10	4
11	3	18.	Protect the Business	8	6
234	18 = 252		TOTALS	252 = 182	70
92.9%	7.1%		PERCENT	72.2%	27.8%

University of Pittsburgh
SCHOOL OF EDUCATION
Department of Instruction and Learning

Dear Marketing Instructor:

The need for entrepreneurship education is becoming more apparent. All across the country more and more Americans are seeking the rewards of financial independence and personal satisfaction that owning and operating their own small businesses can bring. The operation of a small business is not without risk. Statistics show that three out of five businesses are no longer in existence after five or more years of operation.

To better prepare individuals in establishing and operating a small business we are undertaking the task of assisting teachers of vocational programs to identify those competencies needed to be a successful entrepreneur.

The enclosed survey will help identify the entrepreneurship competencies that you feel are important enough to teach as an integral part of the Marketing curriculum. This information will be compiled to produce an instructor's handbook. The entrepreneurship instructor's handbook will assist all vocational instructors and administrators to include entrepreneurship competencies in their program curriculum. The ultimate outcome will be in effect to create more opportunities for Marketing Education students.

We would appreciate your cooperation in completing the enclosed survey.

Sincerely,

D Frank Palmieri

D. Frank Palmieri
Associate Professor
Marketing Education Program

Enclosure

PITTSBURGH, PA 15260

UNIVERSITY OF PITTSBURGH
VOCATIONAL EDUCATION PROGRAM

ENTREPRENEURSHIP COMPETENCY SURVEY

The Marketing Program you teach is called: _____

Circle years of related work experience: 1-4, 5-9, 10-14, 15-19, 20 or More.

Please respond to each item with a check mark under the appropriate space.

IN YOUR OPINION ARE THESE COMPETENCIES IMPORTANT TO TEACH?			ARE THESE COMPETENCIES INCLUDED IN YOUR CURRICULUM	
YES	NO	How To:	YES	NO
___	___	1. Understand the Nature of Small Business	___	___
___	___	2. Determine Your Potential as an Entrepreneur	___	___
___	___	3. Develop the Business Plan	___	___
___	___	4. Obtain Technical Assistance	___	___
___	___	5. Choose the Type of Ownership	___	___
___	___	6. Plan the Market Strategy	___	___
___	___	7. Locate the Business	___	___
___	___	8. Finance the Business	___	___
___	___	9. Deal with Legal Issues	___	___
___	___	10. Comply With Government Regulations	___	___
___	___	11. Manage the Business	___	___
___	___	12. Manage Human Resources	___	___
___	___	13. Promote the Business	___	___
___	___	14. Manage Sales Efforts	___	___
___	___	15. Keep the Business Records	___	___
___	___	16. Manage the Finances	___	___
___	___	17. Manage Customer Credit and Collection	___	___
___	___	18. Protect the Business	___	___

ENTREPRENEURSHIP COMPETENCY SURVEY
Page 2

YES NO

___ ___ 19. With appropriate curriculum materials would you be willing to include entrepreneurship instruction as an integral part of your program?

___ ___ 20. Do you ever get requests from students for information on how to start a small business in your program area?

___ ___ 21. Do you now, or have you in the past, owned or operated a business?

Please answer by circling the appropriate response.

1. How many years of teaching experience do you have?

   1-3 4-6 7-10 11-14 15 or more

2. How many hours per week of entrepreneurship instruction would you include in your curriculum?

   1 2 3 4 5 or more

Please answer these questions in a brief paragraph.

1. If you are currently teaching part or all of an entrepreneurship program, briefly describe some of the experiences you have had.

2. Do you have any comments regarding entrepreneurship instruction that would be helpful to other teachers?

RETURN COMPLETED SURVEY TO YOUR SCHOOL OFFICE FOR MAILING TO:

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Pittsburgh, PA 15260

IMPORTANCE AND EMPHASIS PLACED ON THE NATIONAL CORE CURRICULUM COMPETENCY AREA FOUNDATIONS FOR MARKETING: AN ALABAMA STUDY

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1987

IMPORTANCE AND EMPHASIS PLACED ON THE NATIONAL CORE CURRICULUM COMPETENCY AREA FOUNDATIONS FOR MARKETING: AN ALABAMA STUDY

ABSTRACT

The primary purpose of this study was to determine whether the 19 Foundations for Marketing competencies selected by the Curriculum Committee of the National Council for Marketing Education were a valid indicator of curriculum beliefs of Alabama secondary marketing educators. This study gathered perceptions of the importance placed on the Foundations for Marketing competencies, the emphasis placed on these competencies in classroom instruction, and the relationship between both responses.

A researcher designed questionnaire was administered to 94 individuals at the 1986 Alabama Marketing Education Professional Development Workshop.

The major findings included: 1) strong agreement on the importance of human resource foundation competencies; 2) agreement on the importance of economic foundations of marketing; 3) agreement on the importance of marketing and business foundations; 4) instructional emphasis on the three competency areas; 5) substantial association between importance and emphasis on the Foundations for Marketing.

INTRODUCTION

NATURE AND BACKGROUND

> The concern given to excellence in education, the concern for the survival of marketing and distributive education, the desire for improvements in the delivery of marketing education and professional services give impetus to the documentation of a national plan that all segments of the marketing education community will accept and address.... Article VIII - National Plan. Section I, Articles of Agreement, National Council for Marketing Education, 11/29/84.

Since the development of retailing courses in Boston during the early 1900's, marketing-related curriculum decisions have remained a state and local issue with little focused national attention or guidance. Each state and locality developed individualized curriculum strategies for their marketing education programs. This individualized curriculum planning process has led to differences that undermine the national unity of marketing education programs. Luter (1974, 1984) argued that a unified core curriculum for all levels of instruction was needed on a national level in marketing education.

To enhance the current identification and further the unification of marketing education programs, Richard Lynch in Marketing Education: A Future Perspective (1983) recommended an overall conceptual framework for marketing education. Included in the Lynch framework was the development of the necessary mission statement, purpose, and proposed outcome for marketing education at various

educational levels. He recommended better planned, organized, directed, and evaluated programs to achieve the improvement of marketing in this country.

According to Doll (1986) the mid-eighties have been a time of intense public pressure to achieve educational excellence. This pressure has been specifically directed towards the public school curriculum. Recent educational reports including A Nation at Risk, (1983), the Paideia Proposal (1982), and Action for Excellence (1983), have emphasized academic course content as the means for achieving excellence in our schools. This emphasis on excellence would be at the expense of non-academic course content, a serious marketing education concern.

"Excellence in Education", the rallying cry of the 80's, has heightened concern among the vocational education community both in educational and industrial settings. In this period of "excellence" with greater accountability demands from society and politicians, the justification and identity of marketing education must be strengthened. Lynch (1983) stated that:

> "the field of marketing and distributive education needs to define carefully its parameters within educational environments. Perhaps no subject area in education suffers more from a diversified identity and inconsistent image than MDE."

Luter (1984) concurred when he stated that Marketing Education has had a long-standing identity problem. This

identity problem existed largely because of the great diversity of program titles, course descriptions, and instructional goals from one state to another. To assure program longevity, proper identity, and justification within the secondary school system, Marketing and Distributive Education needs to be known for its curriculum--what it teaches and what it helps students achieve. Accomplishing marketing education's mission will require a unified core curriculum which meets the needs of students, schools, and industry.

In this period of a changing educational environment with concommitant economic and social pressures, Marketing Education (ME) Programs have united in a common bond of strength to meet this curriculum challenge. The increased emphasis on the content (what the individual learns), process (how the individual learns), and product (total outcome of education) of school programs has pushed curriculum reform to the forefront of discussion.

To meet the educational challenges in the "Decade of Excellence" marketing education has focused on the curriculum-what is taught. Marketing Education has responded with an organized push for the development of a National Core Curriculum.

The development of the curriculum was guided by the mission statement agreed upon at the Vail, Colorado

Conference in 1980. From the conference it was established that the mission of marketing education was to:

> "develop competent workers in and for the major occupational areas within marketing and distribution, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities which accomplish the right to engage in marketing businesses in a free enterprise system." (Samson, 1980, p. 27)

With the mission statement developed at the Vail Conference in mind, the National Marketing and Distributive Education Curriculum Conference was held in Atlanta, Georgia in September, 1984. The Conference goal was to establish procedures to assure that Marketing and Distributive Education curriculum at all levels was responsive and relevant to the training needs of business and industry. Consensus was reached on the areas of content appropriate for marketing education curriculum. From this consensus decision, the Curriculum Committee of the National Council for Marketing Education (NCME) developed a proposed curriculum framework for further study (Figure 1).

STATEMENT OF THE PROBLEM

Although research had been conducted on specific occupational clusters (Eicel, 1966; Crawford, 1967; Lynch and Kohns, 1977) and important competencies (Eggland, 1976;

Figure 1: National Core Curriculum Competency Model

1. Basic Concepts
2. Economic Systems
3. Cost-profit Relationships
4. International Concepts
5. Economic Trends/Indicators

1. Business Concepts
2. Marketing Concepts
3. Management Concepts
4. Operational Concepts

1. Foundational Skills (e.g. Math, Communication)
2. Self Understanding
3. Interpersonal Skills
4. Human Resource Management
5. Career Development

McAnelly, 1977; Shell, 1979; IDECC, 1986) in the marketing education curriculum, little research has focused on establishing a unified national curriculum. The need was further documented by Stone (1985) in a presentation at the American Vocational Association Conference where the development of a core curriculum in marketing education ranked second among 16 selected research topics.

This study was conducted because minimal research has been focused on secondary marketing educators with respect to their beliefs about a unified core curriculum and the competencies important to that curriculum. There has also been minimal research into the curriculum areas presently emphasized in marketing education programs. Thus, there is a need to expand this knowledge base to facilitate the support necessary for the future implementations of competencies included in the national core curriculum.

McComas (1986) found, in a Texas study, that core curriculum consensus statements varied from the national consensus statements. The implications was that the core curriculum competencies may not have been a valid indicator of local curriculum beliefs.

To further the McComas study and to gather data to support the NCME, this study was conducted to determine whether the core curriculum competencies selected in the Foundations For Marketing area were a valid indicator of the curriculum beliefs of secondary marketing education

instructors in Alabama. This indication was based on the importance and emphasis of these competencies in an instructor's curriculum.

PURPOSE AND OBJECTIVES OF THE STUDY

The primary purpose of this study was to describe Alabama's secondary marketing educators' perceptions of the importance of competencies included in the national core curriculum framework, their emphasis on these competencies in their instruction, and the relationship between the two responses.

More specifically, the following objectives were formulated for this study:

1. To describe Alabama marketing education instructors' perception of the importance of the national core curriculum competencies.
2. To describe the emphasis placed on these core curriculum competencies in Alabama's marketing education classrooms
3. To determine the relationship between the perception of the importance of the core curriculum competencies and the emphasis placed on these competencies in the curriculum of Alabama's marketing education instructors.

SIGNIFICANCE OF THE STUDY

Acceptance of a unified core curriculum will enhance the current identification and further the unification of marketing education. This unified front will support the mission and objectives of marketing education. At the present time, information on the acceptance of the national

core curriculum competencies has not been gathered from some states.

This study, will elicit the only information gathered from Alabama marketing education pertaining to the acceptance of the national core curriculum competencies. This information will be useful in marketing education curriculum planning, to the NCME, to the teacher education institutions in Alabama, to the Alabama State Department of Education, and as a baseline and catalyst for future curriculum studies on the core competency areas in marketing education.

LIMITATIONS OF THE STUDY

The findings and conclusions were limited to the population of this study.

METHODOLOGY

RESEARCH METHOD

This study used survey research, a type of descriptive research. Desciptive research is used to portray (describe) accurately the incidence, distribution, and characteristics of a group. It is also used to investigate relationships or associations between characteristics.

SUBJECT SELECTION

The population selected for this study included secondary marketing education instructors in Alabama during the 1986-1987 academic school year. The population was

identified through the State Department of Education listing of those in attendance at the 1986 Summer Professional Development Workshop.

QUESTIONNAIRE DESIGN

To obtain the required information to meet the objectives of this study, a questionnaire was designed using the selected curriculum competency areas chosen by the NCME. The three major foundation for marketing curriculum areas included: eight curriculum competency domains in marketing and business concepts, five curriculum competency domains in economic foundations of marketing, and six curriculum competency domains in human resource foundations. Information from Dillman's Mail and Telephone Surveys, The Total Design Method (1978), was used to write questions that identified the exact information desired from the respondemts.

Using a five point Likert-type scale instructors were asked if the 19 selected curriculum competencies should be taught (importance) in marketing education programs. The instructors were also asked to report if they placed an emphasis on these concepts in their programs during the past academic year.

MEASURES OF RELIABILITY AND VALIDITY

In order to increase the reliability of this study a pilot test was carried out in EDUC P&L 606, Function and Structure of Distributive Education Programs at The Ohio

State University. Cronbach's Alpha was used as a measure of the internal consistency of each scale. Standardized item alpha of .76 was obtained on the overall rating of importance and of .77 on the overall rating of emphasis in teaching. Reliability coefficients were also calculated for each of the foundations of marketing competency areas.

Most useful with instrumentation similar to this study were face validity and content validity. Face validity was very important since the competencies must be perceived as being important to marketing educators. To enhance face validity the pilot test group received information on the purpose, objective, and importance of the study. All important recommendations for improvement were then incorporated into the final instrument. Content validity existed in the judgement of the NCME in the inclusion and representativeness of each competency item. Each competency represented the knowledge necessary for a marketing professional.

DATA COLLECTION

Data were collected on August 13, 1986 at the Alabama Professional Development Workshop. Thirty minutes were scheduled as part of the concluding day of the conference. The questionnaire was distributed to those in attendance at the session (n = 94) and collected after the allocated time was completed.

DATA ANALYSIS

Since the data were collected from the total population, descriptive statistics were used. Summary information was reported in numerical tables, including frequency distributions and means. The response rate of the accessable population was 98 percent and 64 percent of all secondary marketing educators in the state.

RESEARCH FINDINGS

OBJECTIVE I: IMPORTANCE OF CORE CURRICULUM COMPETENCIES

To describe the mean responses of the group, intervals were established for each response scale. The intervals for the importance and emphasis scale were:

4.50 - 5.00	Strongly Agree/Strongly Emphasized
3.50 - 4.49	Agree/Emphasized
2.50 - 3.49	Undecided
1.50 - 2.49	Disagree/Minimally Emphasized
1.00 - 1.49	Strongly Disagree/Not Emphasized

According to Table 1, Alabama's marketing educators strongly agreed that nine competencies were important and agreed that ten other listed competencies were important and should be taught in marketing education programs.

The competency rated as most important to be taught in ME classrooms was interpersonal skills with a mean of 4.78. This was closely followed by self-understanding (4.76). Foundation mathematical (4.74) and communication skills (4.69) were rated as the next most important competencies.

The lowest rated competency was international concepts with a mean of 3.61. Other competencies rated of lowest importance included economic trends (4.01), budgeting considerations (4.03), and functions of management (4.14).

Table 1: Rank Order of Importance of Foundations for Marketing Curriculum Competencies

Competency	$\bar{X}$ Mean	frequency SA	A	N	D	SD
Strongly Agree						
Interpersonal Skills	4.78	57	14	1	0	0
Self-Understanding	4.76	57	13	2	0	0
Foundation Mathematical Skills	4.74	55	15	2	0	0
Foundation Communication Skills	4.69	50	22	0	0	0
Economic Systems	4.65	50	20	1	1	0
Functions of Business	4.63	46	25	1	0	0
Basic Economic Concepts	4.54	44	25	2	1	0
Ownership Structures	4.53	42	26	4	0	0
Career Development	4.50	38	32	2	0	0
Agree						
Marketing Functions and Concepts	4.47	39	30	2	1	0
Channel Concepts	4.33	28	40	4	0	0
Business Operations	4.28	24	44	4	0	0
Specialized Applications of Business	4.28	29	35	7	1	0
Human Resource Management	4.22	23	43	5	1	0
Cost-Profit Relationship	4.14	26	35	7	3	1
Functions of Management	4.14	20	44	6	2	0
Budgeting Considerations	4.03	13	50	7	2	0
Economic Trends and Indicators	4.01	17	45	5	4	1
International Concepts	3.61	8	38	18	6	2

Table 2 illustrates the importance placed on each core curriculum competency area. The instructors strongly agreed that Human Resource Foundations (4.62) should be taught in marketing education. The instructors agreed that Marketing and Business Foundations (4.34) and Economic Foundations of Marketing (4.19) were important to teach.

Table 2: Importance Rating of Competency Areas

Competency Area	Mean	S.D.
Human Resource Foundations	4.62	.40
Marketing and Business Foundations	4.34	.57
Economic Foundations of Marketing	4.19	.34

OBJECTIVE II: EMPHASIS ON CORE CURRICULUM COMPETENCIES

According to Table 3, three competency areas were strongly emphasized by Alabama marketing educators during the past school year. Thirteen competencies were emphasized during the past school year. There were three areas where instructors were undecided if the competencies were utilized during the past school year.

Table 3: Rank Order of Emphasis on Foundations For Marketing Curriculum Competencies

	$\bar{X}$	frequency			
Competency	Mean	SE	E	U	M	NE
Strongly Emphasized						
Interpersonal Skills	4.65	51	19	2	0	0
Self-Understanding	4.57	47	21	2	2	0
Foundation Mathematical Skills	4.51	45	22	2	3	0
Emphasized						
Marketing Functions and Concepts	4.44	33	38	1	0	0
Economic Systems	4.43	40	28	3	1	0
Foundation Communication Skills	4.40	36	32	1	3	0
Functions of Business	4.35	31	38	1	1	1
Career Development	4.32	33	32	5	1	1
Ownership Structures	4.31	31	36	1	4	0
Basic Economic Concepts	4.31	33	34	4	1	0
Channel Concepts	4.00	20	42	1	8	1
Specialized Applications of Business	3.89	18	40	5	6	3
Business Operations	3.84	18	39	3	10	2
Functions of Management	3.78	13	44	4	8	3
Human Resource Management	3.76	13	42	5	11	1
Cost-Profit Relationship	3.60	17	33	4	13	5
Undecided						
Budgeting Considerations	3.46	10	36	6	17	3
Economic Trends and Indicators	3.26	10	31	6	18	7
International Concepts	2.72	1	25	11	23	12

The competency with the highest emphasis in marketing education classrooms was interpersonal skills with a mean

of 4.65. This was followed by self-understanding (4.57). Foundation mathematical skills (4.51) and marketing functions and concepts (4.44) were rated as the next most importance competencies to be taught.

The lowest rated competency was international concepts with a mean of 2.72. Other competencies rated of lowest emphasis included Economic Trends and Indicators (3.26), Budgeting Considerations (3.46), Cost-Profit Relationship (3.60), and Human Resource Management (3.78).

Table 4 illustrates the emphasis placed on each core curriculum competency area during the past academic year. The instructors agreed that they had emphasized all three competency areas in their programs. Human Resource Foundations (4.37) was rated as the most emphasized area in their programs during the past year. Marketing and Business Foundations (4.01) was rated as the next most important area while Economic Foundations of Marketing (3.67) was rated as the third highest.

Table 4: Emphasis Rating of Competency Areas

Competency Area	Mean	S.D.
Human Resource Foundations	4.37	.59
Marketing and Business Foundations	4.01	.81
Economic Foundations of Marketing	3.67	.51

OBJECTIVE III: RELATIONSHIP BETWEEN IMPORTANCE AND EMPHASIS ON CORE CURRICULUM

This section described the relationship between the importance placed on competencies by Alabama's marketing

educators and the emphasis placed on these competencies in their curriculum during the past school year.

To describe the degree of relationship that existed between these variables the correlation coefficient, r, was used. Davis' (1971) measure of correlation was used.

Correlation Coefficient	Description
.70 or higher	very substantial association
.50 to .69	substantial association
.30 to .49	moderate association
.10 to .29	low association
.01 to .09	negligible association

FOUNDATIONS FOR MARKETING

According to Table 5, there was a substantial association between the importance placed on the core curriculum competency area, Foundations for Marketing, and the emphasis placed on these Foundations for Marketing competencies in the curriculum of Alabama's marketing education instructors. The correlation in the area of human resource foundations was .63; the correlation in the area of marketing and business foundations was .64; and the correlation in the area of economic foundations of marketing was .55.

Table 5: Relationship Between Importance and Emphasis on Foundations for Marketing

Competency Area	Importance	Emphasis	r
Human Resource Foundations	4.62	4.37	.63
Marketing and Business Foundations	4.34	4.01	.64
Economic Foundations of Marketing	4.19	3.67	.55

Marketing and Business Foundations

In Table 6, seven of the eight competencies in marketing and business foundations had a substantial correlation. This means that there was a substantial relationship between the importance placed on these competencies by Alabama's marketing educators and the emphasis placed on these competencies in their curriculum during the past school year. If an instructor rated the competency as important to teach they would have placed emphasis on the competency in their curriculum.

The strongest correlation was held by both ownership structures and marketing functions and concepts at .65, a substantial association.

Table 6: Relationship Between Importance and Emphasis on Marketing and Business Foundations Core Curriculum Competencies

Competency	$\overline{X}$ Importance	$\overline{X}$ Emphasis	r Correlation
Functions of Business	4.63	4.35	.40
Ownership Structures	4.53	4.31	.65
Functions of Management	4.14	3.78	.64
Business Operations	4.28	3.84	.58
Marketing Functions and Concepts	4.47	4.44	.65
Channel Concepts	4.33	4.00	.57
Budgeting Considerations	4.03	3.46	.64
Specialized Applications of Business	4.28	3.89	.54

Economic Foundations of Marketing

In Table 7, all five of the competencies in economic foundations of marketing had a substantial correlation.

Table 7: Relationship Between Importance and Emphasis Placed on Economic Foundations of Marketing

Competency	$\bar{X}$ Importance	$\bar{X}$ Emphasis	r Correlation
Basic Economic Concepts	4.54	4.31	.64
Economic Systems	4.65	4.43	.64
Cost-Profit Relationship	4.14	3.60	.65
International Concepts	3.61	2.72	.52
Economic Trends and Indicators	4.01	3.26	.64

Human Resource Foundations

In Table 8, all six of the competencies in human resource foundations had a substantial correlation.

The strongest correlation in the area of human resource foundations was on the competency of career development at .66, a substantial association. Again, all of these are considered a substantial association.

Table 8: Relationship Between Importance and Emphasis Placed on Human Resource Foundations Core Curriculum Competencies

Competency	$\bar{X}$ Importance	$\bar{X}$ Emphasis	r Correlation
Foundation Mathematical Skills	4.74	4.51	.63
Foundation Communication Skills	4.69	4.40	.50
Interpersonal Skills	4.78	4.65	.57
Self-Understanding	4.76	4.57	.53
Career Development	4.50	4.32	.66
Human Resource Management	4.22	3.76	.59

CONCLUSIONS

The following conclusions are based upon the interpretations of findings resulting from the three objectives formulated for this study:

Objective I
Importance of Core Curriculum Competencies

1. Alabama marketing educators agreed with the foundations for marketing core curriculum competencies developed by the Curriculum Committee of the National Council for Marketing Education. They strongly agreed that the competencies in the area of human resource foundations were important and should be taught in marketing education programs. They agreed that the competencies in the areas of marketing and business foundations and economic foundations of marketing were important and should be taught in marketing education programs.

Objective II
Emphasis on Core Curriculum Competencies

2. Alabama marketing educators emphasized the three competency areas in foundations for marketing in their programs during the past school year. They emphasized the competencies in human resource foundations, marketing and business foundations, and economic foundations of marketing in their programs during the past year.

Objective III
Relationship Between the Importance and Emphasis Placed on Core Curriculum Competencies

3. There was a substantial association between the importance placed on the foundations for marketing and the emphasis placed on the foundations for marketing. Since the instructors found these competencies important they emphasized them in their programs or, conversely, since they emphasized these competencies in their programs they rated them as important.

Summary Conclusions

4. The national core curriculum competencies selected by the Curriculum Committee of the National Council for Marketing Education were similar to those competencies selected as important by Alabama marketing educators.

5. The national core curriculum competencies selected by the Curriculum Committee of the National Council for Marketing Education were similar to those competencies emphasized in Alabama marketing educators' classrooms.

6. Since these competencies are rated as important and are presently emphasized in Alabama marketing education classrooms, instructors in the state seem well prepared to accept and implement the national core curriculum competencies in Foundations for Marketing.

RECOMMENDATIONS

Based on the conclusions germane to this study fourteen recommendations were developed. These recommendations are targeted to specific impacted audiences.

National Council for Marketing Education (NCME)

1. Based on marketing educators perceptions of the importance placed on the national core curriculum competencies and persuant to Phase II of the NCME Curriculum Project Alabama's marketing educators should support and accept the curriculum competencies in the area of Foundations for Marketing.

2. The NCME should continue to make plans for the Summer, 1987 dissemination of these competencies to all marketing educators as specified in Phase II of the curriculum project.

Alabama's State Department of Education, Marketing Education State Specialist

3. Since these competencies are rated as important and are presently emphasized in Alabama marketing education classrooms, background curriculum preparation should be slightly modified to achieve balance among the nineteen curriculum competencies.

4. Since Alabama marketing education instructors are familiar with these competencies, the total National Core Curriculum Competencies should be formally disseminated to all instructors with the help of Alabama's Teacher-Educators.

Alabama Teacher Educators In Marketing Education

5. Auburn University and the University of Alabama should continue and expand their course offerings for certification in marketing education.

6. It is important that Alabama teacher-educators help coordinate dissemination of this curriculum with the State Department of Education.

Alabama's Marketing Educators

7. Alabama teachers should retain their time allocation to competencies but should consider a time balance time on the areas of economic foundations of marketing and human resource foundations since less than 25 percent of instructional time is presently spent on these content.

8. They should also increase their classroom emphasis on international concepts since this is a major issue as well as a major economic threat to today's business. Presently this concept is minimally emphasized.

9. Instructors should increase their classroom emphasis on economic trends and indicators. Since, at present, there is a minimal emphasis increased instructional time will be very useful in merchandising, store operations, and in planning for changes in consumer spending.

Other Curriculum Researchers

10. Other researchers should view the background influences (i.e., education, occupational experience, personal attributes) that impact on the importance and emphasis placed on curriculum competencies.

11. Other researchers should measure the importance of these curriculum competencies with marketing practitioners, industry planners, and academic faculties of marketing.

To Further This Research

12. Other researchers should use this same instrument to gather perceptions of the important and emphasis placed on the national core curriculum competencies by other groups. (i.e., states, populations).

13. These data should be reviewed to discern other variables of interest that may associate and contribute to the importance and emphasis placed on the national core curriculum competencies.

14. A list of other competencies that may be important to marketing education instruction should be developed. This might include computer literacy and entrepreneurship.

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LINKING WITH BUSINESS: A MARKETING SKILL FOR VOCATIONAL EDUCATION SURVIVAL

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LINKING WITH BUSINESS: A MARKETING SKILL FOR VOCATIONAL EDUCATION SURVIVAL

Interest in Linkage

Cooperation and coordination between education and business, industry, and government has become a recent trend toward reaching optimum resource development and utilization. Three important factors have prompted increased research interests in the area of linkage and collaborative efforts:

* An attempt by the Reagan administration to halt the escalation of government spending and to begin a countertrend of decreasing levels of Federal assistance.
* A growing realization that scarcity of funds at all government levels demand more accountability and measurement of outcomes than have been required in the past.
* A growing awareness on the part of human resource planners and administrators that cooperation, not competition, can best meet the vast and complex needs of a changing technological work force.

Why Link?

Over $15 billion was spent by Federal agencies in 1979 for education-for-work programs. While this figure does not include the Federal investment in job training for defense spending and tax expenditures, a large percentage of the 1979 $116 billion Department of Defense budget went for technical training, instruction, and research on training methods (NCEP, 1980). This is partially due to the promise of technical training, or job skills attainment, as the primary recruiting

tool for a peacetime military.

It is estimated that, in 1986, Federal human resource development for education, training, employment, and social services through the Departments of Labor and Education will be $29.3 billion. In addition to Federal outlays, 1986 tax expenditures as outlay equivalents for these same four areas are projected to be $33.8 billion (U.S. Budget, 1985).

The many alternative programs where people can obtain formal job training, the majority of which are funded with government money, demand careful and coordinated use of funds. It follows that linkages between vocational education and business, industry, and government must be included in the key strategies to effectively provide a knowledgeable and skilled work force for the future.

A Model for Linkage

The development and maintenance of long-term, mutually beneficial collaborative arrangements don't happen by accident. Good linkages require time, effort and commitment. Because there are many barriers to linkage, guidelines and models for linkage can be very useful to linkage facilitators in establishing partnerships and in negotiating strong collaborative agreements.

During fiscal year 1985 and under contract with the Texas Education Agency, a linkage model was developed through the University of Houston, Technical Education Department, College of Technology. The document, Education-for-Work: A Model for Establishing Linkages Between

Education, Business, Industry, and Government (O'Neil and Greenwood), was designed to assist individuals, at any level, to facilitate linkage. The linkage facilitator guide/resource handbook is based on an integrated six-task model. These tasks, described briefly in the following six sections, are important to vocational educators in maximizing resource identification and utilization; thus, the extent to which these tasks are understood and implemented will be crucial to survival of vocational education programs.

Task I: Benefits and Mandates for Linkage

Since the 1960s the calls for linkage and coordination between education and business, industry, and government, have been noticeable in Federal legislation and policy development. While those calls were more frequent and implicit in the 1970s, now evidence must be shown by recipients of Federal funds that existing resources are not duplicated. Overt efforts must be made to coordinate and plan with agencies and organizations who have similar goals in meeting the needs of a particular client.

The mandates of the Job Training Partnership Act (P.L. 97-300) and the Carl D. Perkins Vocational Education Act (P.L. 98-524) provide the impetus to plan job training at all levels which is based on the linkage and coordination perspective. Locally, the actual benefits of such planning are exciting and gratifying because the real benefactors of linkage are clients. Through good linkages referrals between competing and isolated delivery systems become minimal since clients are met and

assisted by an informed, collective advocacy that is cooperating to make the most expeditious use of resources.

Task II: Information Base for Job Demands

For linkage and coordination to take place, the linkage facilitator must be totally knowledgeable about job demands within a given labor market area--the primary area where workers or potential workers can be employed within a commutable distance. This primary planning area, the labor market area, must be studied for existing employee demands as well as for previous trends in employment configurations. Employment by Standard Industrial Code (SIC), seasonal and structural employment figures over time, results of employers' surveys (whether they are employer self-studies, Chamber of Commerce questionnaires, manpower studies, or education-sponsored local surveys) can begin to collectively give a composite picture of the previous and current demands for employees.

Rather than relying solely on employment projections that have been derived statistically, the astute facilitator of linkage will monitor local and regional economic downturns and adjust available projections accordingly. Monitoring the classified sections of newspapers, routinely interviewing professional placement officers, and meeting with state and local employment service personnel will yield additional information to begin putting together a realistic picture about a given geographic area for which job trainers are preparing workers.

Task III: Information Base on Training Supply

Once the linkage facilitator has as complete information as possible about job demands for the geographic area to be served, the next task is to obtain just as complete a picture about the existing job training available for clients in the area under study. Using U.S. Office of Education job training codes (or another classification system that can be cross-walked to the Dictionary of Occupational Titles (DOT)), the facilitator must compile the necessary information to ascertain the extent of training available to clients.

The information gathered about the kinds of training available in the labor market area should include: secondary schools; post-secondary public institutions; proprietary schools; apprenticeship training; community-based organization training; Federally funded programs available through the Job Training Partnership Act, the Department of Human Resources, Vocational Rehabilitation, and adult education; and business and industry training sponsored by industry. After information regarding the length of training, current enrollments, placement figures, and credentials offered by each of the alternative training systems is obtained, the linkage facilitator can begin to plan realistically about how and where linkage between job training entities can result in determining the best options for the clients in the labor market area.

Task IV: Priorities for Linkage

In Task IV, the resources and needs of the potential partners are

identified. Needs may include determining the education and training demands or the present and potential worker and training supply. Some needs and resources may center on research and development areas or concerns. Other areas involving programming, training emphasis, curriculum, equipment, staffing and personnel, facilities, work-study and co-op arrangements, internships, part- and full-time job placement, followup studies, etc. may be needs (or resources) where linkage arrangements would be beneficial to two or more entities. From the identified needs base, linkage priorities can be determined.

While there may be a consensus of needs, priorities for linkage for one entity may be quite different than for another. Successful linkage, based on the premise of mutual benefit, must consider each of the partner's interests and priorities.

Task V: Strategies for Establishing Linkages

The facilitator of linkage must take a systems approach to linkage. This means setting up good communications networks among the Chamber of Commerce, government and state agencies, formal and informal organizations, and service and social groups. Informal as well as formal contacts and associations are vital to the establishment and maintenance of strong networks. Active research within and among networks must be fostered, with every resource viewed as a "linkage potential."

The organization of one or more Education-for-Work Committees will be essential to the linkage process. These Committees, unlike most traditional committees including advisory groups, must be multi-faceted in

purpose while mutually serving their member-partners. Since Committee members are to be selected for their ability to represent their organizations in decision making and in the allocation of resources, the linkage process should be facilitated more expeditiously than could be accomplished through most traditional committees. Additionally, Education-for-Work Committees have the responsibility of fostering awareness and identification of resources, two key components of linkage.

Task VI: Evaluation and Monitoring of Linkages

Process and product evaluation, necessary to linkage where many delicate balances may exist, is essential to linkage. The Education-for-Work Committee has a major role in the evaluation and monitoring process. No matter how formal the interagency agreement or how vast the resources, the lack of success of linkage (non-linkage) will be readily evident if the important task of evaluation is not carried out rigorously, continually, and systematically.

Linkage as a Survival Skill of the Future

The attack on education and the implementation of "reforms" throughout the nation point to the need for linkage--linkage initiated by educators. Particularly vocational educators have a prime opportunity to tap the vast, nearly unlimited resources that exist at our threshholds. But, this must be done with purpose and expertise.

Vocational educators must become good linkage facilitators and marketing educators are in a prime position to be linkage role models

for others to follow. For vocational education to survive, educators must become actively involved in cooperation and coordination efforts towards utilizing resources efficiently and cost effectively. This means accountability accompanied by mandates--including mandates for linkage--is imminent. Our mission is perfectly clear and our responsibility to educate productive members of society is a tremendous challenge. We cannot afford to react to the future, but be geared up and ready to provide leadership and direction in forming it.

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ABSTRACT

Business and industry partnerships must become a top priority for educational institutions if programs are to survive social and economic constraints. More and more laws are mandating linkage based on cost-effective utilization of resources, but there are few guidelines as to partnership facilitation. This paper describes a model which was developed to assist facilitators of linkage establish successful partnerships. The model focuses on the six tasks which are essential to the various phases of linkage and should be of value to individuals at any level to take leadership in facilitating linkage.

ABSTRACT

Business and industry partnerships must become a top priority for educational institutions if programs are to survive social and economic constraints. More and more laws are mandating linkage based on cost-effective utilization of resources, but there are few guidelines as to partnership facilitation. This paper describes a model which was developed to assist facilitators of linkage establish successful partnerships. The model focuses on the six tasks which are essential to the various phases of linkage and should be of value to individuals at any level to take leadership in facilitating linkage.

A Study To Determine The Relationship Between the CPP Test Scores of Retail Marketing Students and Their Scores in Economics

by

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A Study To Determine The Relationship Between the CPP Test Scores of Retail Marketing Students and Their Scores in Economics

Introduction

The Athens Tech Retail Marketing program is a one-year program designed to prepare students to enter, progress, and/or advance in retail, wholesale, or service occupations. Since April 1981, the American College Testing Career Planning Program (CPP) has been used as the admissions/placement test for students wishing to enroll at Athens Tech. The Retail Marketing program uses four ability measures of the CPP as selection criteria for admitting students into the program. The minimum scores accepted are: language usage, 4; reading skills, 4; clerical skills, 3; and numerical skills, 4 (Catalog, 1984-1985). These ability measures and student characteristics were studied as to their relationship to grades in an economics course which is part of the Retail Marketing program.

This research study was designed to ascertain if a relationship exists between scores on the Career Planning Program (CPP) and grades in economics of students in the Athens Tech Retail Marketing program.

Objectives of the Study

More specifically this study will attempt to:

1. Compare CPP scores with economics grades.

2. Ascertain if the CPP is a predictor of success in economics.

Measurement Device

The Career Planning Program, Form H, was administered to students prior to their entering Athens Tech. The CPP was originally developed in 1969-71 by staff members of the American College Testing Program Research and Development Division, under the general direction of Leo Murray, with Dale Prediger serving as project director. Revisions have since been made (ACT, 1983).

The CPP consists of six ability measures (reading skills, numerical skills, clerical skills, mechanical reasoning, language skills, and space relations); a vocational interest profile; work related experience scales; and a section on the applicant's educational background and plans. Each applicant is given the results of this inventory in an individual student report (Associated Educational Consultants, Inc. Admissions Guide, 1982).

The CPP scores are reported as stanines for each measure ranging from Level 1, the lowest, to Level 9, the highest level. The middle step, Stanine 5, represents average performance for a norm group (ACT, 1979). Stanines 1, 2, and 3 represent the lowest quartile; stanines 4, 5, and 6 indicate the middle half of the distribution; and stanines 7, 8, and 9 denote the highest quartile of the norm group (Associated Educational Consultants, Inc. Testing Guide, 1982).

Population

The total population is considered to be all persons who met the criteria to enter the Athens Tech Retail Marketing program and who completed the economics course between January, 1982, and March, 1985. During that time, 118 students completed the economics course. Of these, 10 were admitted into the program based on their scores on the SAT; 8 students had taken the TASK entrance exam; 4 students did not have any test scores listed in their records; 1 student transferred from another technical institution without a test score; 4 students were admitted under vocational rehabilitation and did not have test records; and 7 students did not have any records from which to gather information. The remaining 84 students took the CPP as an entrance exam prior to entering the Athens Tech Retail Marketing program and also completed the economics course. These 84 students, therefore, comprise the target population of this study.

Data Collection Method

A roster was developed listing those students who had completed the economics course at Athens Tech from January, 1982, through March, 1985. The roster consisted of each student's name, economics grade, age, sex, race, as well as the CPP scores in language, reading, clerical, and numerical skills. This information was obtained from grade books and the permanent records located in the Athens Tech admissions office.

Statistical Method

Data collected from the student roster were analyzed using descriptive and inferential statistics. One-way frequency distribution tables were computed using the Frequency procedure described in Statistical Package for the Social Sciences (SPSS) for economics scores and each of the variables in null hypotheses 1-4. The mean, standard deviation, and variance were also obtained from this computation.

The Pearson Product-Moment Correlation (r) Formula described in SPSS was used to determine if there was a relationship between economics and each of the variables in null hypotheses 1-4. Tests of significance of r were also computed using the formula z equals the correlation coefficient times the square root of N (the population) minus 1 (Bruning and Kintz, 1977). In all inferential statistical comparisons, the .05 level of probability was the criterion for significance.

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Research Design

This is a correlational study designed to determine the relationship between the following variables: 1) CPP abilities scores, and 2) Athens Tech retail marketing students grades in economics.

Null Hypotheses

The following null hypotheses were tested:

1. There is no significant correlation between the scores that Athens Tech Retail Marketing students make on the language usage portion of the Career Planning Program and grades in economics.

2. There is no significant correlation between the scores that Athens Tech Retail Marketing students make on the reading portion of the Career Planning Program and grades in econmics.

3. There is no significant correlation between the scores that Athens Tech Retail Marketing students make on the clerical skills portion of the Career Planning Program and grades in economics.

4. There is no significant correlation between the scores that Athens Tech Retail Marketing students make on the numerical skills portion of the Career Planning Program and grades in economics.

Descriptive Profile

The data for this study were obtained from the student records which are located in the Athens Tech Admissions Office.

The population of 84 students, whose record indicated they had taken the CPP and completed the economics course, were made up of 48 females (57.1%) and 36 males (42.9%).

Sixty-one students (72.6%) were white and 23 (27.4%) were black.

The youngest student in this study was 16 years old and the oldest student was 46. Of these 84 students who made up the population, 63 (75%) were 23 years old or younger.

Athens Tech issues letter grades to specify levels of performance in a course (Catalog, 1984-85). The numerical equivalent of these letter grades is shown in Table 1.

TABLE 1

Description of Athens Tech Grading System

Grade	Numerical Equivalent
A	90-100
B	80-89
C	70-79
D	65-69
F	0-64

Twelve students (14.3%) made an A in the economics course during the period of this study. Thirty-one students (36.9%) made a B; twenty-one students (25%) received a C in economics; fourteen students (16.7%) made a D; and six students (7.1%) failed economics and received grades of F.

Once the CPP was administered, scores were generated for each student. The CPP score report summarizes biographical information, and reports test scores as stanines and profile plots.

Four of the six ability measures tested by the CPP were used to determine the correlation between the retail marketing students score on each ability measure and their grades in the economics course.

Of the 84 students in this study, 10 (12%) scored in the lowest quartile on the language usage portion on the CPP. Fifty-nine (70.3%) scored in the middle distribution; and 15 (17.9%) scored in the highest quartile.

Twenty-three students (27.4%) scored in the lowest quartile on the reading ability portion on the CPP. Forty-five students (53.6%) scored in the middle distribution; and 16 (19%) scored in the highest quartile.

Eighteen students (21.4%) scored in the lowest quartile; 50 students (59.5%) scored in the middle distribution; and 16 (19.1%) scored in the highest quartile on the clerical skills portion of the CPP.

On the numerical skills ability measure, 21 students (25.1%) scored in the lowest quartile; 57 students (67.8%) scored in the middle distribution; and 6 (7.2%) scored in the highest quartile.

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Results of Testing of Null Hypotheses

Once the Pearson Product-Moment Correlation Coefficient was determined using the procedure in SPSS, a critical-ratio z-test (Bruning and Kintz, 1977) was conducted to test for the significance of r. If z was greater than ±1.96, then r was significant at the .05 level. Hence, research data that yielded a z-score of ±1.96 or greater resulted in the rejection of the null hypotheses.

Null Hypothesis 1

In order to respond to null hypotheses number 1, a Pearson Product-Moment Correlation was conducted to detemine if there was a relationship between the scores in the language portion of the CPP and grades in economics. The results of the analysis revealed that the correlation coefficient of the CPP language usage ability measure score and the economics grade was .2351. The results of this analysis are shown in Table 2 .

A test of significance of r was conducted yielding, z = 2.149. This indicates that there is a statistically significant positive correlation between the CPP language usage scores and grades in economics; therefore, null hypothesis number 1 is rejected.

TABLE 2

Pearson Correlation Scores
Between the CPP Ability Measures and
Economics Grades of the Study Population

CPP Ability Measure	Coefficient	z	p
Language Usage	.2351	2.1419	.031*
Reading Ability	.2906	2.6475	.007*
Clerical Skills	.3165	2.8834	.003*
Numerical Skills	.3152	2.8716	.003*

N = 84
*Alpha level is less than .05

Null Hypothesis 2

A correlation was again used to determine if there was a relationship between the scores on the reading skills portion of the CPP and grades in economics. The results revealed that the correlation coefficient of the CPP reading skills ability measures score and the grade in economics was .2906. The results of this analysis are shown in Table 2 .

A test of significance of r was conducted yielding, z = 2.6475. This indicates that there is a statistically significant positive correlation between the CPP reading ability scores and grades in economics; therefore, null hypothesis number 2 is rejected.

Null Hypothesis 3

In order to respond to null hypothesis number 3, a correlation was used to determine if there was a relationship between the scores on the clerical skills portion on the CPP and grades in economics. The results revealed that the correlation coefficient of the CPP clerical skills ability measure score and the economics course was .3165. The results of this analysis are shown in Table 2.

A test of significance-of r revealing that z = 2.8834 indicates that there is a statistically significant positive correlation between the CPP clerical skills ability scores and grades in economics. Hence, null hypothesis number 3 is rejected.

Null Hypothesis 4

Again a correlation was used to ascertain if there was a relationship between the scores on the numerical skills portion on the CPP and grades in economics. The results revealed that the correlation coefficient of the CPP numerical skills ability measure score and the economics grade was .3152. Table 2 presents the results of this analysis.

A test of significance of r was conducted revealing z = 2.8716. This indicates that there is a statistically significant positive correlation between the CPP numerical skills ability scores and grades in economics; therefore, null hypothesis number 4 is rejected.

Summary of Findings

The study indicated a statistically significant correlation between economics grades and the following CPP measures: 1) language usage skills, 2) reading skills, 3) clerical skills, and 4) numerical skills.

Conclusions

Within the constraints of this study and for the population involved, the following conclusions are drawn:

1. There is a significant relationship between the scores made on the language usage portion of the CPP and grades in economics.
2. There is a significant relationship between the scores made on the reading portion of the CPP and grades in economics.
3. There is a significant relationship between the scores made on the clerical skills portion of the CPP and grades in economics.
4. There is a significant relationship between the scores made on the numerical skills portion of the CPP and grades in economics.

Recommendations

Based on the findings and conclusions reported in the present study, it is proposed that the CPP be administered to all students prior to enrolling in the Athens Tech Retail Marketing program.

The investigator recommends the following for further research:

1. That a similar study be conducted over a state-wide area.

2. That a study be conducted to investigate the relationship of the CPP to other courses in the Retail Marketing program.

3. That a study be conducted to investigate the success of students who enter the Retail Marketing program after completing the Special Needs program.

4. That similar studies be conducted to investigate the relationship of the CPP and other vocational fields of study.

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A Comparison of Georgia and Texas Secondary Marketing Education Teachers' Perceptions of the 1984 National Curriculum Consensus Outcome Statements

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Abstract

The purpose of this study was to collect data from Georgia and Texas Marketing Education Secondary Teachers on the perceptions of selected outcome statements from the 1984 National Curriculum Conference held in Atlanta, Georgia. The data was collected in Georgia at eight inservice meetings held during the spring of 1986. The data was collected in Texas at the 48th annual Professional Improvement Conference for Marketing Educators held in Houston, Texas in August, 1985. The data was collected from 100 teachers in Georgia and 464 teachers in Texas. The response from these two states was compared to over 350 participants at the National Curriculum Conference.

The authors selected 40 statements from 134 outcome statements available to be used as stated, modified 7 statements to accomodate state needs and developed 3 additional statements for particular state needs. There was strong agreement from the two states on these 50 statements, however the rank from most agreement to least agreement provided differences among the three groups. It was recommended to complete similar studies in all states and program needs were identified for Georgia teachers in the use of advisory committees.

A Comparison of Georgia and Texas Secondary Marketing Education Teachers' Perceptions of the 1984 National Curriculum Consensus Outcome Statements

Marketing Education Program Representatives from over thirty different states met in Atlanta, Georgia in 1984 for the purpose of studying, analyzing, and developing directions for the curriculum of marketing education to follow in the future. The 1984 National Curriculum Conference was held as a result of a perceived need to define in national terms what should be the nature of the content and the organizational structure of marketing education. The participants of the curriculum conference included over 350 professionals from the ranks of secondary teachers, post secondary instructors, business representatives, local and state supervisors, teacher educators and others (mainly retired leaders of marketing education) (Stone, 1985).

The format of the conference included the formal presentation of position papers, small group reaction sessions, and state team reaction sessions to the selected topics of the conference. Each day, of the the four day conference, all participants were asked to respond to statements in order to obtain a consensus agreement on outcome statements for marketing education.

The level of agreement required to consider the statement one of consensus was defined by the following criteria prior to the conference:

> Statements were considered to have achieved consensus if they met two criteria. The statement had to achieve an average of 3.5 on a 5 point scale. Once a statement reached 3.5, then the second criteria had to be met. The second criteria was that no more than 30% of the conferees could have marked 3.0 or less on the scale indicating that they were either uncertain about the issue or they disagreed with the statements (Stone, 1985).

One hundred and thirty-four statements met the definition of consensus while 22 statements failed to reach the level of agreement to be called consensus statements. This study selected 40 of these 134 consensus outcome statements, modified seven statements and used three new statements

appropriate to the two selected states for a total of 50 items on the study instrument.

Purpose

This study was designed to compare the preceptions of Georgia Marketing Education Secondary Teachers to those of Texas Marketing Education Secondary Teachers and to the National Curriculum Conference Conferees on 40 consensus outcome statements, seven modified statements and three new statements. The authors felt that an understanding of the attitudes or perceptions of the teachers within these two states would provide needed information for the implementation of many of the recommendations developed as a result of the National Curriculum Conference.

Methodology

In the spring of 1986, eight district meetings were held in Georiga for purposes beyond the collection of data for this study. However, while the secondary marketing education teachers were present they were asked to indicate their agreement-disagreement regarding the fifty items on the instrument. The total number of teachers who attended these eight inservice meetings was 100. These 100 teachers represent 81% of the total of 124 teachers in Georgia.

In August, 1985 at the 48th Annual Marketing Education Professional Improvement Conference held in Houston, Texas the Texas Marketing Education teachers were asked to indicate their agreement-disagreement with the statements on the instrument. During the area meetings 464 teachers in Texas completed the data collection instrument.

Instrument

Dr. Marcella McComas selected 40 statements from the 134 consensus statements that directly applied to the programs in Texas to be included in this

study. There were another seven statements that were modified and included in this study. For example, there were four statements related to the development of curriculum guides for entry level, career sustaining, specialization and owner/manager and these were combined into one statement by the following statement:

No. 11 The state should provide curriculum guides for all levels of marketing education programs.

The next statement involves a change in words by deleting the word "supervisor" therefore the statement was worded as:

No. 19 The state should provide current and accurate employment and marketing industry data for purposes of curriculum development.

Statement number 20 is modified to relate to secondary programs only and is stated as follows:

No. 20 The vocational student organization should be an integrated part of classroom activities in marketing education programs at the secondary level.

Statement number 28 was modified for the Texas study to read as follows:

No. 28 The MADET should prepare and validate a marketing education component for the state teacher's examination.

This same statement was changed for the Georgia data collection to read as follows:

No. 28 The MEA should prepare and validate a marketing education component for the state teacher's examination.

Statement number 29 was changed by replacing "entry level" with "Introduction to Marketing" where it read as follows:

No. 29 It is appropriate for Introduction to Marketing students to be placed in retail training stations as a part of their preparation for a marketing career.

Statement number 30 deleted the terms "or internship" so that the statement read:

No. 30 All programs using the cooperative method should use training plans.

The next three statements were added as information needed in the two states for program planning purposes. These three statements are:

No. 48 MDE should offer semester credit courses.

No. 49 MDE should offer pre-vocational courses for grades 7-12.

No. 50 MDE teachers should be involved with the development of articulation between secondary and post secondary.

The fifty statements were prepared and instructions given for the respondents to indicate their agreement-disagreement to the statements on scantron answer sheets. Two indicators were given for each statement: (1) yes - the respondent agreed or (2) no - the respondent disagreed with the statement. A third response was counted by the authors as (3) no response if the question was left blank.

Table 1 provides the Georgia Marketing Education Teachers' Preception to the fifty statements. The table shows the number agreeing with a statement and the number disagreeing. Also, is shown the number of non-respondents to each question. Table 2 gives the ranking for each statement as compared to the Georgia, Texas and National Curriculum Conference Participants.

Results

Curriculum

Ten statements were selected that related specifically to the curriculum of marketing education. These statements included statement numbers 2,4,5,10,12,30,32,43,48, and 50. Of these ten statements the level of agreement ranged from 97 percent (statement number 10) to 76 percent (statement number 12). Three statements were ranked in the top 10 statements in level of agreement in both the Georgia and Texas Marketing Education Teacher Groups. These statements were number 10 (97%-A, 2%-D, 1%-U) ranked fourth in Georgia and second in Texas; number 2 (96%-A, 2%-D, 2%-U) ranked fifth in Georgia and Texas; and statement number 32 (94%-A, 2%-D, 4%-U) ranked eighth in Georgia and tenth in Texas.

Purposes

There were eight statements concerning the purposes of marketing education. These eight statements ranged from an agreement of 99 percent (statement 45) to 49 percent (statement number 6). Statement numbers

1,3,6,8,29,44,45, and 49 were all relative to the purposes of marketing education. Statement number 45 (99%-A, 1%-D) and 44 (98%-A, 2%-D) were ranked first and second with the Georgia teachers and eleventh and twenty-fourth with the Texas teachers respectively. Statement number 6 (49%-A, 39%-D, 12%-U) was ranked by Georgia teachers next-to-last in agreement and was concerned with the purpose of adult education in secondary programs. This statement was ranked last by Texas teachers.

Entrepreneurship

Statement numbers 7,9, and 35 were related to the need to include entrepreneurship in the marketing education curriculum. These statements were ranked tenth, twenty-nineth, and twenty-first in agreement by Georgia teachers and second, thirty-third, and eighth by Texas teachers. The level of agreement ranged from 93% to 80% by Georgia teachers on three statements.

DECA

Two statements related to DECA were included in the study and these statement numbers were numbers 20 and 36. Statement number 36 (95%-A, 3%-D, 2%-U) was ranked sixth by Georgia teachers and seventh by Texas teachers while statement number 20 (93%-A, 6%-D, 1%-U) was ranked twelveth and thirteenth respectively.

Advisory Committee

Advisory committees were the focus of statement numbers 15,16 and 27. The level of agreement ranged from 81% (statement number 15) to 52% (statement number 27). The Georgia teachers agreed less with these statements than did the Texas teachers as shown by the following:

Statement number 15 ranked 28th as compared to 14th

Statement number 16 ranked 32nd as compared to 18th

Statement number 27 ranked 48th as compared to 46th.

Staff Development

Four statements were concerned with staff development needs of marketing education professionals. These were statement numbers 17, 18, 28 and 46. The range on agreement for these statements was 94% (statement number 17) to 84% (statement number 18 and 46). Only statement number 17 (ranked ninth) was ranked in the top ten by Georgia teachers and none were ranked higher than 16th by the Texas teachers.

Standards and Evaluation

Twelve statements addressed the area of standards and evaluation for marketing education. These statements were 21,22,23,24,25,26,33,34,37,38,39, and 40. The level of agreement on these twelve statements ranged from 91% (statement number 26) to 64% (statement number 34). These statements were ranked by the Georgia teachers 15th and 46th respectively and by the Texas teachers statement number 22 was ranked the highest at 15th and statement number 34 was ranked the lowest at 49th.

Special Needs

The relationship of special needs learners was included in four statements; which were statement numbers 14,31,41, and 42. The Georgia Marketing Education teachers agreed with statement number 41 (93%-A, 5%-D, 2%-U) the most and with statement number 31 (61%-A, 36%-D, 3%-U) the least. These four statements were ranked 45th, 47th, 11th, and 37th by the Georgia teachers and 32th, 45th, 8th, and 20th by the Texas teachers.

State and National Organizational Responsibilities

Four statements specifically identified areas that state and national organizations should be involved. These statements were numbers 11,13,19, and 47. The Georgia teachers agreed with these statements as shown by an agreement level range of 97% (statement number 19) to 86% (statement numbers

13 and 47). Two statements were ranked in the top ten by both Georgia and Texas teachers. These two statements were as follows:

Statement number 19 ranked third by Georgia and sixth by Texas, and

Statement number 11 ranked seventh by Georgia and first by Texas.

Georgia, Texas and National Comparisons

The national rankings are not as definitive as the two state studies because the means of the national data was reported by Store (1985) in one decimal place only. However the following is a close estimate of the level of agreement on 40 statements that could be composed among the three groups. Because of equal means reported there were several statements tied for the same position.

Georgia

The following is a list of the top 10 statements in agreement by the Georgia teachers from the highest level of agreement to the 10th place level of agreement. Statement numbers 45,44,19,10,2,36,11,32,17, and 7. The list of statement numbers ranked 50th or last to 41st includes statement numbers 49,6,27,31,34,14,38,21,39, and 12 by Georgia teachers.

Texas

Texas Marketing Education Teachers had the highest agreement with the following statement numbers listed from the highest to the 10th place position. The statement numbers were 11,10,7,1,2,19,36,35,41, and 32. The bottom of the fifty statements as to the level of agreement by Texas teachers were the following list starting with the last ranked statement. Statement numbers 6,34,43,29,27,31,21,37,12, and 39 were included in the last ten ranked statements.

National

The highest level of agreement for the National Curriculum Conference Participants included the following list of statements from first to tenth. Statement numbers 45,7,46,1,2,5,13,15,16,9,10, and 17. The least agreement was given the following statements starting with the lowest mean of 3.7 with statement number 43 and continuing with last 10 in order. This list included statement numbers 43,42,35,8,27,34,38,4,14,31, and 39.

Summary

Marketing education teachers in Georgia and Texas agreed that vocational application of marketing skills and the practices and procedures from marketing industries should be included in the marketing education curriculum and also that the level of instruction should meet or exceed that of academic education. Georgia teachers were less comfortable with a national task force determining a core marketing education curriculum for them to teach.

Georgia teachers were in agreement with the need to establish a national identity for marketing education and the adaption of the name marketing education was also well received. Both of these areas were more positively received in Georgia than in Texas. However, both Georgia and Texas teachers had little agreement with the role of adult education for themselves as secondary marketing educators.

Texas Marketing Education Teachers were more favorable to the inclusion of entrpreneurship competencies into their curriculum than were the Georgia teachers. However both were positive toward entrepreneurship. There was a similarity between Georgia teachers' and Texas teachers' agreement with the role of DECA in their curriculum. Both states were very positive about the inclusion of DECA as an integral part of their marketing education program.

Georgia teachers were less in agreement with the role of advisory committees as a vital part of their program as compared to the Texas teachers. However the staff development statements had higher agreement levels by the Georgia teachers when compared with the Texas teachers.

In the area of standards and evaluation the Georgia teachers were less in agreement with these statements than were the Texas teachers. However there were some individual statements, notably the one concerned with a national

listing of common competencies for marketing education where Georgia teachers were more positive.

The pattern of agreement between Georgia teachers and Texas teachers was similar for the areas of special needs and the role of state and national organizations. Texas teachers did agree more with the need for the state to provide curriculum guides than did the Georgia teachers.

When comparing the Georgia and Texas teachers to the National Curriculum Conference Participants the listing of the top ten statements for three groups produced 7 statements out of 20 (35%) that appeared either on the Georgia list or the Texas list that was not on both while the National list had 50% (n=6) that were not on either list. Statement number 44 was ranked second on the Georgia list and twenty-fourth on the Texas list. Statement number 46 was ranked third on the National list while it was ranked 21st and 26th on the Texas and Georgia lists respectively. Statement 16 was ranked fourth on the National list and 18th and 32nd on the Texas and Georgia lists. These differences indicated that the National agreement levels are definitely different from the two states studied.

At the lower level of agreement list the states again are similar with only six statements (30%) not appearing on both lists. While 4 statements (36%) on the National lists do not appear on either of the states list only 4 statements (36%) appear on both the Texas and Georgia lists.

Recommendations

Marketing Education Leaders should conduct similar studies to collect data from all states prior to making national mandates on curriculum, standards, etc. for marketing education. Both Georgia and Texas Marketing Educators had differences in agreement with these selected statements which would indicate implementation strategies may have to be planned and conducted differently in each state.

Regarding the Georgia teachers' preceptions, the teacher education institutions and the state department of education should take note of the lack of committment to the use of advisory committees for marketing education. Much work in staff development and program planning needs to be conducted in this area.

National DECA should be informed of the positive reaction to the role of DECA as an intergrated part of the marketing education curriculum in these two states. The success and leadership of these two states in National DECA may be a result of these perceptions but should be researched to determine the relationship, if any.

References

McComas, M.L. (1986) Texas marketing education teacher attitudes toward the 1984 national curriculum conference statements. National Education National Research Conference Proceedings. Auburn, AL. Center for Vocational and Adult Education. pp 14-29.

Stone, J.R. (1985) Report as Chairperson, Conference Evaluation and Consensus Committee.

Table 1

Georgia Marketing Education Teachers Agreement with 1984 National Curriculum Conference Outcome Statements

	Agree	Disagree	Undecided
1. The primary purpose of the marketing education curriculum at any level is to prepare enrollees for employment or self employment in marketing occupations.	91	8	1
2. The practices and procedures of the marketing industry should be the basis of the marketing education curriculum.	96	2	2
3. Awareness of career opportunities in "high tech" sales, information marketing, and other technology-related marketing careers should be increased.	92	4	4
4. The curriculum for marketing education should be generic to all of marketing and not job specific at the entry level.	76	12	12
5. Technology, particularly computer, should be taught in terms of marketing applications.	92	6	2
6. Marketing education should be involved in marketing training programs specifically designed for adults.	49	39	12
7. Marketing education should take the lead in offering entrepreneurship education.	93	4	3
8. Marketing education can be offered as a general "academic" course as well as a vocational program.	80	20	
9. It is appropriate for marketing education to provide owner/manager level programs.	80	14	6
10. Marketing education programs and courses focusing on entry level or career sustaining level jobs should provide vocational application of marketing skills through a project laboratory or cooperative method.	97	2	1
11. The state should provide curriculum guides for all levels of marketing education programs.	95	5	
12. A national task force should be commissioned to develop a core marketing education curriculum with input from states, curriculum centers, and other curriculum specialists.	76	14	10

	Agree	Disagree	Undecided
13. Each state should establish and utilize secondary and post-secondary curriculum articulation models.	86	5	9
14. Marketing educators should not be expected to teach remedial subjects.	69	22	3
15. Every marketing education program should have its own local advisory committee.	81	16	3
16. Advisory committees should advise on curriculum.	79	15	6
17. Teacher educators should design and offer workshops which focus upon improving interaction between marketing teachers and marketing practitioners.	94	3	3
18. Instructors in marketing education programs should acquire a minimum number of specified hours of inservice education to update marketing knowledge and a minimum number of hours of occupational update experience.	84	8	8
19. The state should provide current and accurate employment and marketing industry data for purposes of curriculum development.	97	1	2
20. The vocational student organization should be an integrate part of classroom activities in marketing education programs at the secondary level.	93	6	1
21. The marketing eduation profession should encourage and support a nationwide evaluation process (using agreed-upon standards) that will provide comparable information on program results.	74	24	2
22. The primary purpose of evaluating programs should be to measure the effectiveness of a particular program.	77	20	3
23. Standards, once established, should be the basis for program accreditation.	78	7	15

	Agree	Disagree	Undecided
24. Standards should address the role of vocational student organizations.	77	12	11
25. The marketing education profession, through its professional association, should be involved in the development of national program standards.	86	10	4
26. Standards reflecting student competence should: (a) Emphasize performance of predetermined occupational skills, and (b) Emphasize transferable marketing skills.	91	5	4
27. Advisory committees should participate in the validation of students competencies.	52	37	11
28. The Marketing Education Association should prepare and validate a marketing education component for the state Teacher Competency Test.	89	8	3
29. It is appropriate for Introduction to Marketing students to be placed in retail training stations as part of their preparation for a marketing career.	80	15	5
30. All programs using the cooperative method should use training plans.	77	16	7
31. Marketing education students should possess prerequisite basic skills, developed if necessary through remedial courses, prior to enrollment in marketing classes.	61	36	3
32. The level of instruction in marketing education should equal or exceed that of general academic education.	94	2	4
33. All completers of marketing eduation programs will demonstrate competency in a core marketing curriculum as established by the marketing education profession.	89	5	6
34. A national marketing achievement test should be made available as a means to assess consistancy of performance based on knowledge of core competencies	64	22	14
35. Entrepreneurship should be included in any core curriculum developed.	88	6	6

	Agree	Disagree	Undecided
36. All DECA competitive events should reflect the competencies identified as a part of a "core" curriculum.	95	3	2
37. There should be a nationally disseminated listing of common competencies that students enrolled in marketing education programs must demonstrate upon completion of a program.	79	18	3
38. Recommended entrance criteria should be established for programs at all occupational levels.	73	14	13
39. A post-test covering knowledge of marketing and private enterprise and including a performance assessment appropriate to the program level should be developed.	76	16	8
40. Programs that achieve the desired level of quality should be recognized nationally.	81	8	11
41. Marketing education students should be representative of the total school population.	93	5	2
42. Marketing education should not be held accountable and/or responsible for MDE students who are not educationally functionable in the basics (e.g., reading, computing, etc.)	77	12	11
43. A sequenced curriculum model, based on IDECC competencies, should be made available to teachers in all states.	89	10	1
44. The title "Marketing Education" should be adopted for all programs.	98	2	
45. There should be a national identity for marketing education.	99		1
46. Marketing education teachers should be involved in appropriate civic organizations (chamber of commerce).	84	9	7
47. The U.S. Department of Education should provide full time national program leadership for the marketing education program.	86	9	5
48. MDE should offer semester credit courses.	79	16	5
49. MDE should offer pre-vocational courses for Grades 7-12.	48	32	20
50. MDE teachers should be involved with the development of articulation between secondary and post-secondary.	89	9	2

Table 2

Rank Order of Statements by Texas, Georgia and National Conference Participants

Statement #	Texas	Georgia	National
1.	4	16	4
2.	5	5	4
3.	17	13	13
4.	34	40	31
5.	12	14	4
6.	50	49	13
7.	2	10	2
8.	36	31	38
9.	33	29	10
10.	2	4	10
11.	1	7	
12.	42	41	28
13.	22	22	4
14.	32	45	31
15.	14	28	4
16.	18	32	4
17.	16	9	10
18.	29	25	13
19.	6	3	
20.	13	12	
21.	43	43	21
22.	15	39	28
23.	25	35	21
24.	27	36	21
25.	28	24	21
26.	18	15	13
27.	46	48	35
28.	31	18	
29.	47	30	
30.	26	38	
31.	45	47	31
32.	10	8	13
33.	22	17	13
34.	49	46	35
35.	8	21	38
36.	7	6	21
37.	43	34	21
38.	34	44	35
39.	41	42	31
40.	37	27	28
41.	8	11	21
42.	20	37	38
43.	47	20	40
44.	24	2	13
45.	11	1	1
46.	21	26	3
47.	38	23	13
48.	40	33	
49.	39	50	
50.	30	19	